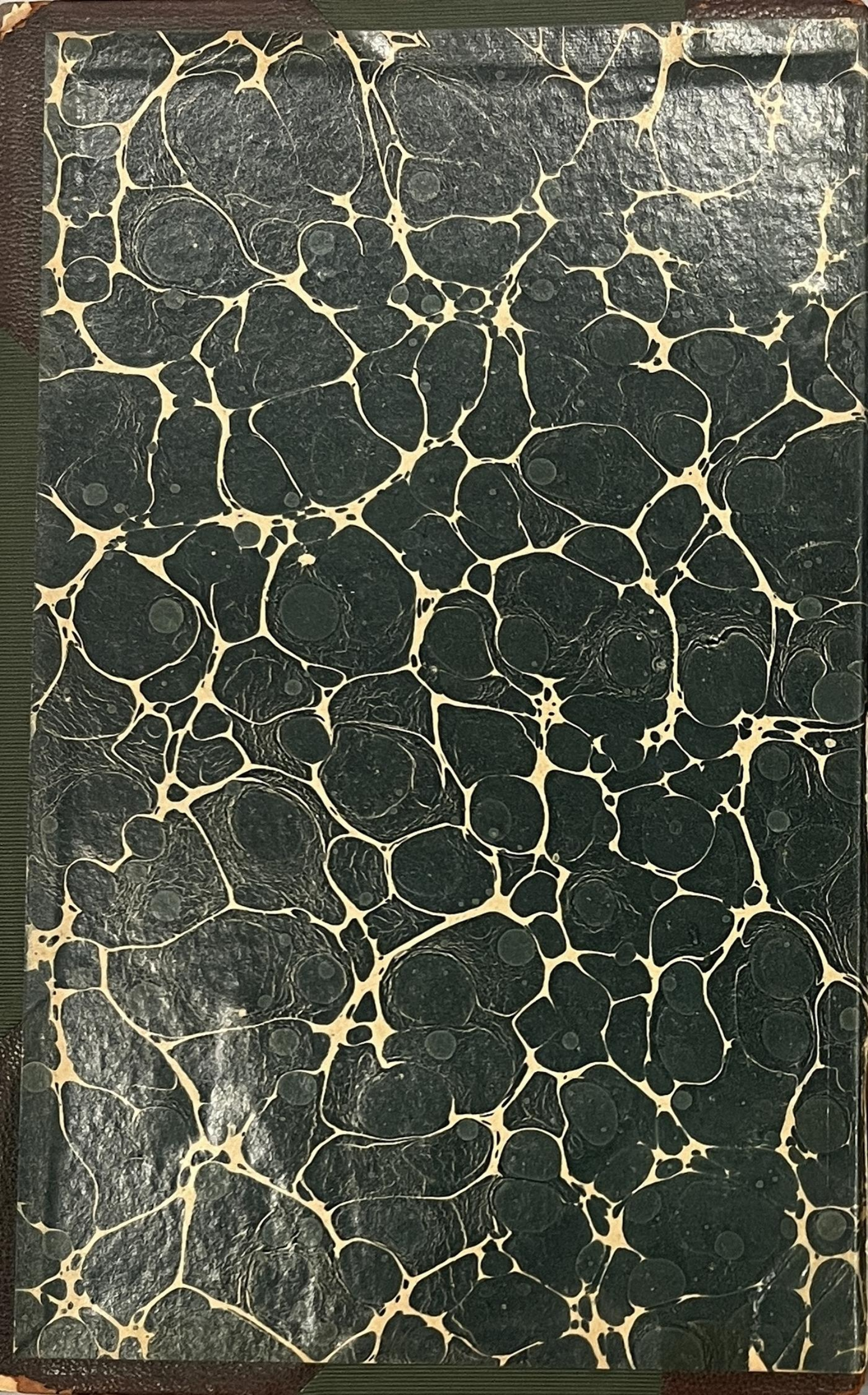
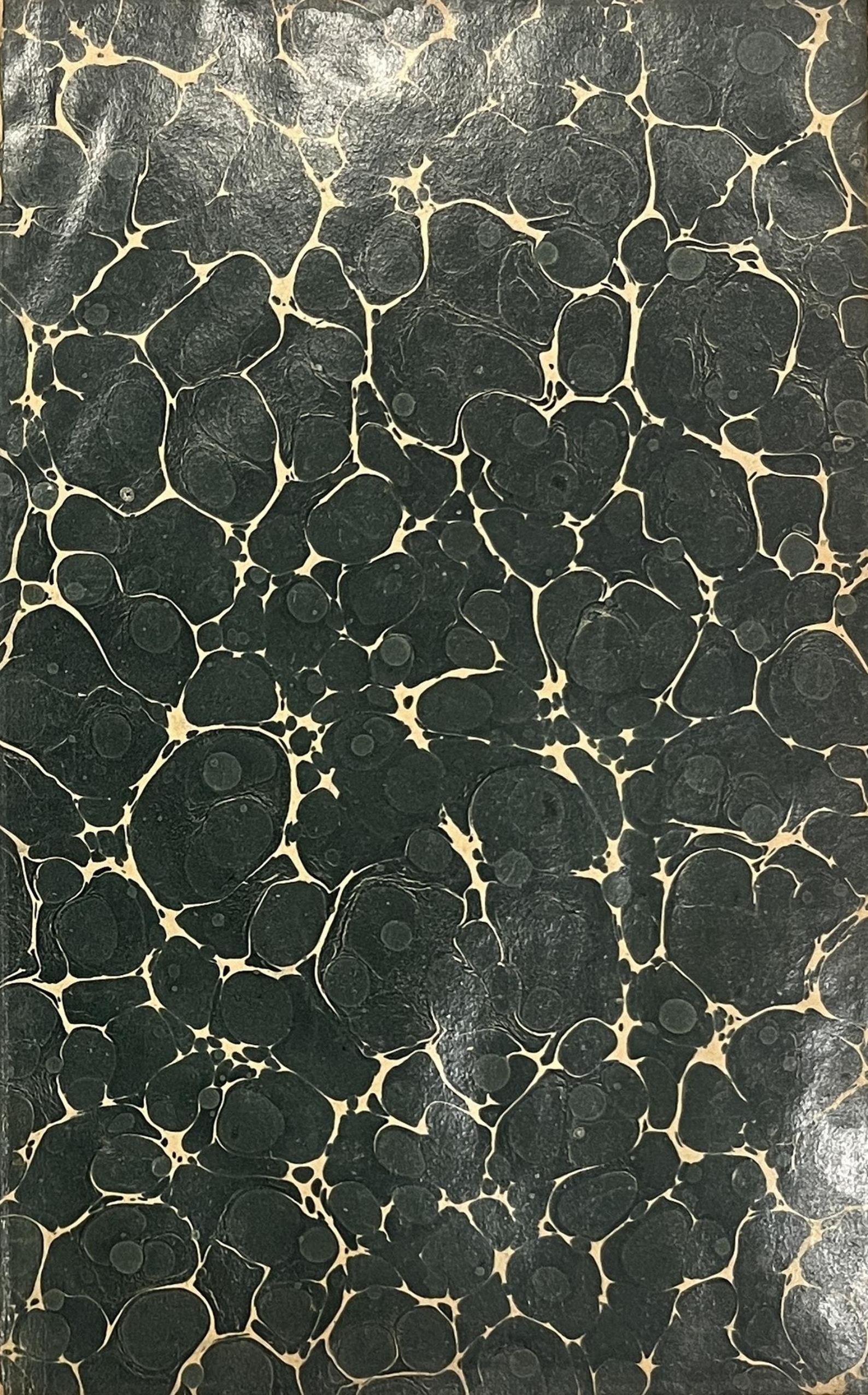


REPORT
THE
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REPORT OF THE

Schoolhouse Commission

UPON A GENERAL PLAN FOR THE CON-
SOLIDATION OF PUBLIC SCHOOLS IN
THE DISTRICT OF COLUMBIA



FEBRUARY 27, 1908

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CONTENTS.

	Page.
I. ORGANIZATION AND PERSONNEL.....	3
II. RECOMMENDATIONS:	
1. Summarized	4
2. High school education	6
3. Normal schools.....	7
4. Changes in white high schools	7
5. Changes in colored high schools.....	9
6. Elementary schools.....	10
a. 8-room building	10
b. 16-room building	10
c. 16-room extensible type.....	11
d. 24-room building	12
7. Manual training centers.....	12
8. Parental and ungraded schools	13
9. Night schools	13
10. Permanent architect.....	14
11. Permanent schoolhouse commission	15
12. Appropriations—	
a. Methods	15
b. Report of a former commission	18
c. Draft of proposed law	20
d. Size of appropriations.....	22
13. Typical class rooms—	
a. Size and plan.....	23
b. Light.....	24
c. Heat and ventilation.....	25
d. Blackboards.....	26
e. Plumbing.....	26
f. Air moistening	27
14. Play rooms	29
15. Playgrounds	29
16. Gymnasiums and athletic fields.....	30
17. Assembly halls.....	30
18. Schools to be abandoned—	
Potomac, McCormick.....	31
Thomson, Threlkeld, Webster, Abbott.....	32
Berret, J. F. Cook, High Street.....	33
Hillsdale, Lincoln, Bunker Hill, Force.....	34
Adams, Eastern High, Central High, Bradley.....	35
Garfield, Jefferson, Johnson Annex.....	36
19. Portable schoolhouses	36
20. Fireproofing	37
21. Estimates.....	37
III. WASHINGTON SCHOOLS:	
1. B. B. French Manual Training.....	38
2. Blow and Cardoza.....	38

	Page.
III. WASHINGTON SCHOOLS—Continued.	
3. Langston	39
4. Ketcham	39
5. New school No. 153.....	40
6. New school No. 154.....	40
7. Figures of costs.....	41
IV. NEW YORK SCHOOLS:	
1. General features.....	42
2. School No. 146, Brooklyn.....	43
3. De Witt Clinton High School.....	43
4. Stuyvesant High School	44
5. School No. 84, Long Island City.....	45
6. School No. 40, Bronx.....	45
7. School No. 30, Richmond	46
8. Parental Home School, Flushing	46
9. New type school, New York	46
V. CHICAGO SCHOOLS:	
1. Stephen K. Hayt School.....	47
2. Graeme-Stewart School	47
3. Bernard-Moos School.....	48
4. New Tilton School.....	48
VI. BOSTON SCHOOLS:	
1. General features.....	50
2. Mather school.....	53
3. Thomas Gardner School	53
4. Dearborn School	54
5. Oliver Wendell Holmes School.....	54
6. John G. Whittier School.....	55
7. Oliver Hazard Perry School.....	55
8. James Otis School	56
9. Samuel W. Mason School	56
10. Charlestown High School.....	56
11. Normal and Girls' Latin group	58
12. Figures of cost.....	60
13. Remarks	61
VII. ST. LOUIS SCHOOLS:	
1. General features.....	62
2. Patrick Henry type.....	66
3. Lafayette type	66
4. William Clark type.....	67
5. New type (Oak Hill)	67
6. McKinley High School	67
7. Tables of cost	68
VIII. CLEVELAND SCHOOLS:	
1. Watterson School.....	68
2. Halle School.....	69
3. Doan School.....	69
4. Rosedale School.....	69
IX. MYRA JONES SCHOOL, DETROIT.....	70
X. SCHOOL NO. 13, ROCHESTER, N. Y.....	70
XI. SPRINGFIELD (MASS.) SCHOOLS.....	71
XII. BROOKLINE (MASS.) SCHOOLS.....	72
XIII. PROVIDENCE (R. I.) SCHOOLS	73
XIV. BALTIMORE SCHOOLS.....	73
XV. MINUTES OF COMMISSION.....	75

REPORT OF THE SCHOOLHOUSE COMMISSION

WASHINGTON, *February 25, 1908.*

SIR: The Commission created by act of Congress, approved June 20, 1906, consisting of the superintendent of schools of the District of Columbia, the Supervising Architect of the United States Treasury, and the Engineer Commissioner of the District of Columbia, to report to Congress a general plan for the consolidation of public schools in the District of Columbia, and for other purposes, has the honor to submit herewith its report.

Very respectfully,

A. T. STUART,

Superintendent of Schools.

JAMES KNOX TAYLOR,

Supervising Architect, U. S. Treasury.

JAY J. MORROW,

*Major, Corps of Engineers, U. S. Army,
Engineer Commissioner, District of Columbia.*

HON. CHARLES W. FAIRBANKS,

President of the Senate, United States Senate.

The Schoolhouse Commission was created by public act No. 254, Fifty-ninth Congress, first session, entitled "An Act to fix and regulate the salaries of teachers, school officers, and other employees of the board of education of the District of Columbia," approved June 20, 1906, by the following section:

SEC. 11. That a Commission, consisting of the superintendent of schools, the Engineer Commissioner, and the Supervising Architect of the Treasury Department is hereby created, for the purpose of submitting to Congress at its session beginning December, nineteen hundred and six—

First. A general plan for the consolidation of the public schools in the District of Columbia and the abandonment and sale of such school buildings and sites as may by them be deemed necessary and desirable for the best good of the public school service.

Second. A general plan for the character, size, and location of school buildings in accordance with which the educational and business interests of the public school system may be subserved.

In the District appropriation act for the expenses of the fiscal year ending June 30, 1908, the creation of this Commission was made effective by an appropriation of \$1,500 among the appropriations for the support of the public schools of the District, as follows:

For the expenses of the Commission created by section eleven of the act of Congress approved June twentieth, nineteen hundred and six, to regulate the salaries of school teachers, officers, and employees of the District of Columbia, including traveling expenses, personal services, printing, and other incidental items, one thousand five hundred dollars, or so much thereof as may be necessary, to be immediately available.

At the time of the passage of these acts the office of Engineer Commissioner of the District of Columbia was filled by Maj. John Biddle, Corps of Engineers, and a number of the inspections were made by him prior to his relief on May 1, 1907. Since that date the office of Engineer Commissioner has been filled by Capt. (now Major) Jay J. Morrow, Corps of Engineers, U. S. Army, who has made some of the inspections. The office of superintendent of schools was filled by Dr. Wm. E. Chancellor until January 4, 1908, and all inspections were made by him. Since that date the office has been filled by Prof. A. T. Stuart. The office of Supervising Architect of the Treasury has been continuously filled by Mr. James Knox Taylor, who made all inspections except as noted later in this report.

The Commission has inspected every school building in the District of Columbia, and has made trips of inspection to the following cities, in each of which from 1 to 12 modern school buildings were inspected:

Baltimore, Md.; New York City and Brooklyn, N. Y.; East Orange and Bloomfield, N. J.; Rochester and Syracuse, N. Y.; Springfield, Brookline, Newton, and Boston, Mass.; Providence, R. I.; St. Louis, Mo.; Chicago, Ill.; Muskegon, Mich.; Detroit, Mich.; and Cleveland, Ohio.

The Commission has had exceptional opportunities of obtaining the views of members of boards of education and superintendents and assistant superintendents of schools in various sections of the country and has especially availed itself of the fund of experience acquired in the study of various problems in school architecture by the architects in charge of the work of constructing the school buildings in these various cities.

The Commission desires, first, to briefly summarize its findings and to refer to a more careful perusal of the body of the report for the more detailed argument in each case.

The Commission recommends:

I. The abandonment of the 8-room school building as a type, except as the first half of an ultimate 16-room building.

II. The adoption of the 16-room building and of the 24-room building as types for consolidated primary and grammar schools.

III. The partial adoption of the system of separate primary and grammar schools to better utilize the present 8-room school buildings.

IV. The construction of special high schools rather than of polytechnic high schools.

V. The immediate abandonment of the following school buildings: Potomac, McCormick, Thomson, John F. Cook, Threlkeld, High Street, Hillsdale, Bunker Hill, Garfield, and Johnson Annex.

VI. The early abandonment of the following schools: Webster, Abbot, Berret, Lincoln, Force, Adams, Bradley, and Jefferson.

VII. The abandonment of Central and Eastern high schools as high schools, and their conversion into grammar schools, and the construction of new Eastern and Central high schools.

VIII. The enlargement of McKinley, Business, and Western high schools, and the use of Business High School for all but the first year of commercial work, which first year's instruction should be given at each of the academic high schools.

IX. The conversion of present Colored High School (M street) into an elementary school and construction of a new colored high school with provisions therein for commercial instruction.

X. The construction of white and colored normal schools or colleges.

XI. The construction of a number of manual training centers, similar to the B. B. French School.

XII. More liberal provision in new buildings for assembly rooms and gymnasium rooms.

XIII. More liberal provision for playground space and the establishment of athletic fields.

XIV. Greater use of fireproof construction in buildings, with a higher unit of cost than now allowed by appropriations.

XV. The use of portable buildings to relieve unforeseen congestion of school population.

XVI. The abandonment of the present method of appropriating funds for new school buildings and sites and the adoption instead of the annual appropriation of two lump funds, one for sites and one for buildings.

XVII. The permanent continuance of the Schoolhouse Commission, by law, with the following functions:

(a) Appointment of a school architect, who shall take over and carry out, under the Commission, all of the present duties of the inspector of buildings as to design, construction, and maintenance of school buildings.

(b) Appointment and control over janitors, enginemen, and firemen in school buildings, and control over installing and maintaining furniture and equipment of school buildings.

(c) Purchase or condemnation of schoolhouse sites, after certificate from board of education as to necessity for new school sites and

allotment from the lump fund appropriated by Congress of the necessary funds to purchase said sites; this with a view to obtaining the site some time in advance of the building of the schoolhouse.

(*d*) Appointment of architects to design buildings, and of necessary employees in the office of the school architect to supervise and inspect this work.

(*e*) Allotment from the lump fund appropriated by Congress for construction of new buildings after certificate from the board of education as to necessity for new school building; and making of contract for erection of said building.

(*f*) Submission of annual estimates, through Commissioners of the District of Columbia, and of an annual report into which shall be gathered notable instances of new buildings in other municipalities.

XVIII. And finally, the Commission recommends a substantial increase in the size of the appropriations for sites and buildings for the next three to five years to make up for the present backward condition of our schools due to insufficient appropriations for new buildings of recent years.

HIGH SCHOOL EDUCATION.

The general scheme for education in the District of Columbia requires two entirely separate systems of school buildings. The first of these systems is for the white pupils of the District and the second for the colored pupils. The attendance in the white schools is a little over twice that in the colored and the attendance in the white high schools is about four times that of the colored high schools. This apportionment of the pupils necessitates slight variations in the plans for high schools.

The Commission finds that the practice in the cities of the country in respect to high schools differs materially. Some cities have genuinely polytechnic high schools in which nine or ten different courses are offered while other cities have special high schools, each offering but one or two courses. The area of the District of Columbia—some 64 square miles—which is not as great as the areas of most of the larger cities of the country, would seem to indicate the advisability of establishing special high schools here rather than polytechnic high schools. This also tends somewhat to the reduction of expense for equipment.

The Commission therefore recommends that the school systems for the white and colored pupils be arranged according to the following plan:

FOR THE WHITE SCHOOLS.

1. A normal school or normal college with a large model practice department.
2. At least three general academic high schools, immediately.

3. A system of elementary schools of which some should be complete grammar schools and some primary and intermediate schools.

4. A system of schools to be known as manual training centers, for manual training for boys and domestic science and art for girls.

FOR THE COLORED SCHOOLS.

A similar system, except that they seem to require at present several less high schools.

WHITE AND COLORED NORMAL SCHOOLS.

The District of Columbia already owns an excellent site for a white normal school adjacent to an 8-room elementary school. The Commission recommends that an appropriation be granted for a normal school or normal college to accommodate an attendance of 300 pupils and the erection of the building on this site. This appropriation should include provision not only for the academic and professional work of the normal school proper, but also for the construction of a pergolo, or connecting corridor, between the Ross School adjacent and the new school, so that the two schools may be operated as one.

For the colored normal school or college the Commission recommends the purchase of a suitable site and the construction thereon of a normal school building to accommodate an attendance of 240 pupils and a practice school building adjacent to it to accommodate at least 16 elementary classes, including a kindergarten.

WHITE HIGH SCHOOLS.

The District of Columbia has now 3 academic high schools: The Central High School, which accommodates about 1,000 pupils; the Western High School, which accommodates about 600 pupils, and the Eastern High School, which accommodates about 450 pupils.

The Central High School is housed in a structure poorly adapted to this purpose. It could, however, be converted, without great expense, into a suitable intermediate grammar school. The Commission regards the present location of the Central High School as not especially advantageous and recommends, therefore, that this high school be transferred to the northern part of the city. It would appear advisable to purchase in the north or northwest a site suitable for a building to accommodate 1,200 pupils in academic and scientific subjects.

Similarly, the Commission finds that the Eastern High School building is not well adapted to the purposes of high school instruction, but that it could be used, with but very slight expense for changes, as a building for intermediate grammar school work. The Commission therefore recommends that a site be purchased some-

what to the east of the present Eastern High School and that a building be erected upon it to accommodate 800 pupils in academic and scientific subjects.

One of the finest school properties in this country is the present Western High School with its site of several acres. This building is, however, not large enough and the Commission recommends an appropriation for the enlargement and improvement of the building so that it will accommodate 800 pupils in academic and scientific subjects.

The Commission would call the attention of Congress to the fact that there is now no academic high school to accommodate the high school attendance in the southwest section of the city. We believe that within a period of a few years provision should be made for a small high school in that district, but that the erection of such a high school should be delayed until after the completion of these others as indicated.

THE M'KINLEY MANUAL TRAINING HIGH SCHOOL.

The white mechanic's arts high school of the District of Columbia has at present an attendance of three times as many pupils as it can accommodate within the building erected for that purpose. In other words, there are 3 children for every seat in the high school. The seating capacity of the building is about 250 and the building is now being enlarged to a size sufficient to accommodate about 500 pupils. There is need of such a high school in the District to accommodate not less than 1,200 pupils. Not only is the building crowded now beyond its capacity, and not only are the pupils housed in rented buildings and at other nearby schools, but the school authorities are refusing admission to many pupils who would be glad to attend it. The Commission considers its recommendation of the extension of this building to accommodate 1,200 pupils as extremely conservative.

In order to provide for a mechanic's arts high school of this size at the present location, it would be necessary to acquire possession, either by purchase or by condemnation, of the block of houses on Rhode Island avenue to the east of the present building. When the building is extended under present operations, it will not be more than one-half as large as is really necessary. The Commission therefore recommends that a suitable appropriation be granted at an early date for the purpose indicated.

There are no accommodations for any yard for the school. The Commission suggests that there be granted an appropriation for the acquirement, by purchase or condemnation, of the real estate lying southeast of the building on Marion street.

BUSINESS HIGH SCHOOL.

The Business High School was completed in 1906. It has accommodations for 700 pupils. It now houses 870 and indications are that the growth of the high school will be at the rate of at least 150 a year for some time to come. The present first-year class in the Business High School is the largest that has ever entered any high school in the history of the District.

The site for the Business High School is sufficient for about 10 or 12 more class rooms at the north end of the building, and when the building was constructed, provision was made for an extension of that size.

The Commission, however, is of the opinion that the demand for commercial instruction in the District is such as to make it impracticable to erect upon this site a high school large enough to take care of all applicants. The addition suggested—10 rooms—would provide for about 350 more pupils, making a total provision of attendance less than 1,100 pupils. The Commission, however, is of the opinion that there should be offered in each of the academic high schools—that is, the new Central High School, Western High School, and Eastern High School—a course of first-year work in commercial subjects, so that pupils who have completed the first-year work in these division high schools may enter the second year of the Central Business High School. It is believed that this plan is feasible and more desirable than to enlarge the Business High School to any further extent than recommended. In recommending an appropriation for the extension of this building the Commission would call attention to the desirability of a small appropriation for the purpose of changing the windows in a few class rooms wherein light is deficient.

THE COLORED ACADEMIC HIGH SCHOOL.

The present M Street High School for the colored pupils in academic and scientific subjects is too small for the purpose and is not well adapted for high school instruction. The Commission recommends that this building be converted into an elementary school, which can be done at small expense, that a large site be purchased in the vicinity, and that a high school be erected to accommodate 1,200 pupils. In this high school provision should also be made for commercial courses of at least three years' duration.

ARMSTRONG MANUAL TRAINING HIGH SCHOOL.

The present high school for the instruction of colored youth in industrial subjects and in domestic science and art is one of the most attractive school buildings in this country. At present it is just

large enough to accommodate its attendance. The site is rather too small. It should be increased by the purchase of land at the east and west. By taking out the commercial pupils, as suggested, the present building would perhaps be large enough for four or five years to come.

ELEMENTARY SCHOOLS.

About 100 of the elementary schools of the District of Columbia are 8-room buildings. The 8-room building has many advantages, as it can be well arranged, involves a minimum of corridor space and a maximum of schoolroom area, lends itself readily to the best possible lighting arrangement, and need not be higher than two floors. The smaller number of pupils gives better control and more individual oversight. The distance the pupils have to travel averages much less than where the schools are larger. In some municipalities, notably in Boston, primary schools and grammar schools are separately constructed, although one master or principal controls both schools. Here primary and grammar schools are kept together and only high school students separated. The 8-room building, however, has grave disadvantages, being less economical of administration both as to up-keep and as to teaching. Possibly its most serious disadvantage develops as a result of the organization of the educational system into eight grades of school work, besides the kindergarten, below the high schools. The 8-room building, therefore, allows but one room for each grade, without any room for kindergarten, and if a school has a class of 50 pupils in the first primary grade it will seldom have over 60 per cent as many pupils in the eighth grade, the result being that either some rooms are only half filled or others are so crowded that it becomes necessary that the first two grades, and maybe, also, the third, must be put on half time, largely increasing the work of the teachers in primary work, although, as a rule, these teachers receive less pay than the teachers in the higher or grammar grades. The Commission does not recommend the separation of the primary and the grammar schools, similar to the Boston system, in the construction of new buildings, but believes that many of the 8-room buildings might be utilized to advantage by using, say, one or two of some group of three for primary work and the third only for grammar work. The Commission, however, does believe that no more 8-room school buildings should be constructed, except buildings of the extensible type—that is, an 8-room building should be built that would be capable of being extended with the growth of the section, at least to 12 rooms, and possibly, where the section is building up rapidly, later to 16.

It would appear that the 16-room building is a good type for a finished school building. Taking the usual school statistics, this would result in an organization about as follows:

One eighth-grade class, 1 seventh-grade class, 1 sixth-grade class, 2 fifth-grade classes, 2 fourth-grade classes, 2 third-grade classes, 3 second-grade classes, 3 first-grade classes, 2 kindergarten classes in one large room. This 16-room school building should also contain a manual training center with provisions for one room for woodworking and carpentering for boys, and of one or two rooms for girls for instruction in cooking, sewing, and similar work.

There thus results a type, which the Commission advocates, of an 8-room extensible type having for its ultimate goal a building of 16 schoolrooms, the finished 16-room building to be constructed in the locality where the population may be regarded as fixed, the 8-room extensible type to be installed where 8 rooms are required in a section possibly only half built up. Examples of the 8-room building are shown in this report among the newer Washington schools.

Admirable examples of the 8-room extensible type of building are herewith submitted and are described later with plans. Reference is made to the Halle School, in Cleveland, Ohio, to the John H. Ketcham School here in Washington, and to the plans of the Stephen K. Hayt and Bernard Moos schools in Chicago, which are exactly of this type if constructed in two floors rather than in three as built in Chicago.

The Langston School in Washington is a good example of an 8-room school extensible to 12 rooms.

Admirable additional examples of the completed 16-room type may be found later in this report in the new type of school proposed for New York, if built of two floors only, and approximations to this size school are shown in the Doan School at Cleveland (17 rooms and assembly), in the Oliver Hazard Perry at Boston (14 rooms and assembly), and in the new schools under construction in Washington, D. C., to relieve the Mott School, and in Mount Pleasant.

Sixteen-room extensible type.—The 16-room building is a good type for construction where an old building is to be replaced and the population is fairly settled; and where a 16-room building is required in this locality, possibly the 8-room type carried to its maximum extension of 16 rooms is the proper type. The Commission, however, believes that a 16-room extensible type should also be adopted for construction where a 16-room building is necessary in a growing section. This should be a 2-story building, with provision for the construction of 4 rooms at each end to provide for the extension of the building as necessity demands, first, into a 20-room building and later into a 24-room building.

Types for this construction will be found later in this report. In 3-story buildings the Hayt and Moos schools in Chicago are admirable for extension from either 12 or 18 rooms to 24 rooms and as an example of a 14-room school of 3 stories, extensible into a 26-room building, the Thomas Gardner School in Boston is excellent.

Twenty-four room building.—This it is believed should be regarded as the model grammar school building where there is sufficient demand for a building so large, and as the type to which all 16-room buildings, where the population is growing, should attain. It should preferably be a 2-story building, with 24 class rooms, an assembly room, and a gymnasium, with two basement rooms suitable for manual training and domestic science, respectively.

Types of building suitable for this will be found later in the St. Louis schools which have 22 to 26 rooms, including the kindergarten rooms, but which have no large assembly room. The Commission desires to express itself as believing that the people of Washington could have no better fortune in school matters than that Congress should authorize the construction each year of from two to five buildings of this class and cost, the buildings being eminently suitable for Washington conditions.

Other good buildings of this size are referred to in this report as follows: The Oliver Wendell Holmes School in Boston (3 floors); the Rosedale School in Cleveland (19 rooms only on 3 floors); School No. 30 in New York (24 rooms but no assembly room, if built of but 2 floors in height); the Dearborn School in Boston (21 rooms only, on 3 floors); the Graeme Stewart, Hayt, and Moos schools in Chicago (all of 3 floors); and School No. 13 in Rochester (19 rooms only on 2 floors).

MANUAL TRAINING CENTERS.

In addition to the manual training schools which the Commission recommends in new school buildings the Commission also recommends that, as rapidly as possible, rented manual training centers be dispensed with and that buildings should be constructed at various points in the city adapted solely for manual training work.

Congress has already erected in the District of Columbia one manual training center of the type that is proposed by this Commission. The French School is located in a building with 3 rooms upon the first floor and 3 upon the second. A description of this school with plans will be found elsewhere in this report.

The manual training centers proposed by this Commission should have each about 6 rooms—3 for work of boys and 3 for work of girls. As far as possible they should be located near a grammar school. They would be attended by pupils from 5 or 6 schools in that neighborhood, who would go to them for periods of two hours at a time at stated intervals. It is recommended that there be ultimately about 12 such centers—7 or 8 for white pupils and 4 or 5 for colored pupils. They should be constructed at the rate of 2 or 3 per year until the above recommended number is reached, after which they may be added to as needed.

PARENTAL AND UNGRADED SCHOOLS.

In most of the cities of the North and West provision is being made for the special education of the children, who, for one reason or another, are not able to benefit by attendance in the regular schools. Already Congress has made provision for the instruction of pupils in such schools, but has not made provisions for buildings. The Commission recommends that 4 of these buildings be erected for the purpose of educating children with physical defects or habitual absentees from school. Of these schools 2 should be white and 2 colored. They should be so located as to give fairly convenient access from the different parts of the city. The expense involved need not be large, since these schools would not require over 3 rooms each, one of which should be a combined manual training room. The purpose of these ungraded schools is to care for children who are in day attendance only.

There is required also, however, both a white and a colored parental school which should care for children, to be properly committed to it, both day and night until their education is complete. Such parental schools should be located upon plots of ground large enough for both play and sports and for gardening. Each of these parental schools should accommodate about 30 pupils. Plans are submitted later in this report of a complete and expansible installation of this kind for New York City.

NIGHT SCHOOLS.

It appears that often there is demand in a neighborhood for a night school of a different character from the day school housed in the same building. It would appear desirable that in the construction of at least one-third of the elementary and high schools in the future special room should be provided for the installation of instruction in trades. Some sections of the city would desire instruction in certain trades and other sections would desire instruction in other trades. It would appear probable that instruction should be provided for in possibly 25 different trades for men, women, and youth, both white and colored.

RECOMMENDATION FOR THE EMPLOYMENT OF A PERMANENT SCHOOL ARCHITECT.

It is noticeable that on the inspections of the Commission, the best school buildings were found where a permanent municipal or school architect is employed. In Boston there is a permanent schoolhouse commission of which one member is the architect, and this commission has charge of the selection of sites and the erection of buildings thereon, subject only to the direction of the board of education as

to what particular locality demands the building. The architect does not, however, necessarily prepare the plans for the building, but usually employs an architect for this purpose and supervises the preparation of plans and the erection of the building. This commission also has charge of maintenance and repair of buildings and supervision and control of janitor service. The new schoolhouses turned out under this system are exceptionally fine, the interior being notably plain, but good materials and good workmanship in all minor details from basement to roof give the impression of exceptionally good quality which is not observed so universally elsewhere, except in the newer buildings in St. Louis.

In New York one man is employed under the board of education as architect and superintendent of school buildings and the solution of the problem here has been dependent entirely upon him. Practically all plans are prepared in his office. The situation is probably different from that of any other American city (except, possibly, the congested sections in the city of Chicago) and not at all applicable to Washington conditions. The schools are enormous, playground space almost impossible to obtain except inside the building or on the roofs, and buildings must necessarily be of many stories, contain many rooms, and must be fireproof. Some of their suburban schools, however, approximate more nearly to Washington conditions.

In Chicago an architect is employed under the direction of the board of education and here notably good results are obtained in the construction of schools of extensible type, and in the congested section of large schools similar to New York schools. All plans are prepared in this office. In St. Louis, where the school buildings are possibly architecturally in advance of any school buildings in the country (excepting in the one point of assembly rooms in grammar schools) an architect is employed under the school commission and all plans are directly prepared in his office.

This system of having all plans prepared by a school architect has its disadvantages in requiring the organization of either too large a force to be constantly employed or requiring the buildings to be taken up in succession, which will cause a delay in some cases where the building may be urgently needed, unless, as in most of these cases, the definite amount of the appropriation for new buildings is at least approximately known well in advance. It is believed to be better adapted to the Washington situation to have an organization similar to that in Boston, as appropriations for new buildings in Washington become available annually and in varying amounts. The architect should be given supervisory authority over local architects who may utilize their force in the preparation of plans subject to his supervision, similar to the way the work is now done in the office of the inspector of buildings, when the appropriation is suffi-

cient to allow for the compensation of an architect. The Commission recommends that the organization of the architect's office be only large enough to provide for the keeping of plans and records and for this supervisory work, but that the architect himself be a man of considerable experience in the design of school buildings as well as of general architectural training.

PERMANENCY OF THE SCHOOLHOUSE COMMISSION.

The Commission recommends that the schoolhouse commission, created as herein outlined, be made a permanent organization and be given control of the erection, repair, and maintenance of all school buildings in the District of Columbia and empowered to devise a system somewhat on the lines of the system in Boston for the conduct of that work. As organized the Commission is a commission *ex officio*, involves the Government in no expense, and yet provides, it is believed, all that is necessary for a successful business organization for the work outlined. The United States, the District of Columbia, and the board of education are represented on the Commission by the Supervising Architect of the Treasury, the Engineer Commissioner of the District of Columbia, and the superintendent of schools, respectively. Under the Commission the organization should be provided with an architect, who would be the executive officer, having charge of supervision over the preparation of plans and the erection of buildings and of all repairs; also of the janitor service. The Commission should be authorized to locate the school buildings, subject to direction from the board of education as to the area in which buildings shall be built, and should inaugurate proceedings for the condemnation of the necessary sites, in the failure to purchase them at a reasonable sum.

APPROPRIATIONS.

The Commission also believes that the method of making appropriations for new school buildings, as at present followed, is about the worst that could possibly be devised. It is, roughly, as follows:

The board of education recommends, through the Commissioners, to Congress, appropriations for certain new buildings. These recommendations are made up in the summer or early fall months, are forwarded to the Commissioners about October 1, are embodied in the Commissioners' estimates to Congress, which are made prior to October 15, and come to consideration before the Appropriations Committee of the House of Representatives sometimes, but rarely, before the Christmas recess, and are never passed until about March 4, during the short sessions, and until June or July in alternating years. The money is not available for use until the 1st of July and the sites and buildings are appropriated for in a single lump sum.

The site must first be purchased, or possibly condemned, before the plans for the building can be made. If the site can be purchased quickly the preparation of plans takes two or three months, and the construction of the building takes several months, so that at the best, even when the board of education's requests are granted by Congress at the first opportunity, twenty-four months must elapse from the date of the recommendation of the board of education until the building can be turned over to them for use. This places it out of the power of the board of education to provide for any unusual demand unless that demand can be foreseen by at least two years. Added to this, it should be noted that the board of education and the Commissioners of the District frequently ask for a new building two, three, and four times before the appropriation is made.

Another criticism of the method of making appropriations for school buildings as now followed is the method of making the appropriation for the site and the building under the same appropriation. There have been occasions when appropriations were made for a site and later an appropriation was made for the erection of the building on the site, but this is the exception rather than the rule.

The ordinary procedure is to appropriate a lump sum for site and building and the appropriation has been usually a definite stated sum for a building of so many rooms, no matter where the building is located. The result is obvious, that where land is cheap, the surroundings more or less squalid, a larger site can be obtained and more money left for the construction of the building than in a section where the value of the land is high and where, possibly, not a large enough tract exists entirely devoid of improvements, so that some improvements must be paid for in securing the site. There thus arises in the remote or possibly squalid section a fine building with ample playground space, while the improved section must be content with a cheaper building and on a site with comparatively no playground space whatever, while it might well be that vacant areas in the vicinity of the building for children to play on as trespassers are less numerous than in the other case. The Commission could, if necessary, point out examples of this exact result in nearly every appropriation bill within the past ten years.

Another disadvantage in the mode of appropriating a fixed and inflexible amount for each "building and site" in combined appropriation for each individual building is illustrated in the Gage and Hyde schools in this city. In these schools, after the ground was purchased and a balance left just sufficient to construct the building, the contractor in the former case encountered a submerged stream about 8 feet below the surface of the site which necessitated about 8 feet deeper foundation walls than contemplated and added about \$3,000 to the cost of the building. In the second case the contractor

uncovered some very old vaults and cisterns which were used in connection with a brewery or wine house more than seventy-five years previous to the construction of the school. This required a reenforced concrete foundation which added \$2,000 to the cost of the building and placed it too low in the ground, no funds being available to increase the depth of foundation walls or raise the basement story. To offset these unusual expenses important accessories had to be omitted from the buildings.

It also should be possible for the District to acquire the site some time in advance of the construction of the building, as the building is very frequently delayed by the inability to acquire a proper site without condemnation proceedings.

The alternative proposed by the Commission is that Congress should appropriate each year a certain definite lump sum for the purchase of sites and a certain definite lump sum for the construction of new buildings, the board of education then to certify to the schoolhouse commission the general locality where a school building is desired and approximately the number of seatings required in the new building. The Commission taking these requests up in the order in which they are made by the board of education, will purchase or condemn a sufficient site, payable from one fund, and at once provide for the making of plans for a building from the other fund. In this way should an unusual call be made upon the board of education, the building could be provided for it within a year's time. The Commission believes that until some such system as this is adopted by Congress, no satisfactory solution of the new school building problem can ever be reached. Possibly the appropriations could be assured in advance, as is now done in many municipalities by pledging a definite percentage of tax collections to the fund for sites and another percentage for buildings.

It is not believed advisable to create the office of a school architect to be placed under the board of education. The Commission believes that functions of the board of education should be confined to educational matters pure and simple, and that, failing the legislation making a permanent schoolhouse commission, a school or municipal architect should be appointed to operate under the Commissioners of the District of Columbia, similar to the plan now being followed where the inspector of buildings acts in this capacity. The permanent establishment of the schoolhouse commission does away with the main objection of the board of education to the present system, namely, that the board of education has no control over the erection and repair of its buildings, as the board would be represented on this Commission by the superintendent of schools.

Another change is believed to be urgently necessary and is recommended by the Commission. At present the janitors of the schools

are under the control of the board of education, while the repair of the buildings is under the superintendent of repairs, who, himself, is under the inspector of buildings. The Commission believes that the supervision of janitors should be transferred to the office which has control of the maintenance and repair of buildings and believes it to be, therefore, preferable to transfer the janitors to the inspector of buildings rather than to put the school architect under the board of education. The best solution of all is believed to be that recommended, namely, the creation of a separate commission and the transfer from the office of the inspector of buildings to this commission the responsibility for the construction, maintenance, and repair of the buildings and from the board of education of its control over the janitors.

REPORT OF A FORMER SCHOOLHOUSE COMMISSION.

At this point the commission deems it proper to invite attention to the fact that a quarter of a century ago, a commission was appointed by resolution of the House of Representatives, consisting of Col. John S. Billings, surgeon, U. S. Army; Hon. John Eaton, United States Director of Education, and Mr. Edward Clark, Architect of the United States Capitol. This Commission, in a report largely taken up with the discussion of rented rooms and buildings, of which a large portion of the school accommodations consisted, at the same time reported upon the construction of school buildings. Quotations from that report follows:

The large school buildings that have been erected in the District during the last three years have received careful examination. The general plan of all these buildings is considered fairly satisfactory, and they are superior to some and equal to the average of school buildings in other large cities of this country. They have been as cheaply built as is consistent with the purpose for which they were designed, no money having been used for architectural effect or ornament of any kind.

It is advised that no new building should be erected or any important alterations in existing buildings made until the plans and site selected for such new buildings or the proposed alterations shall have been approved by a board of experts representing the best and most recent knowledge in sanitary science, in pedagogy, and in architecture. Such an important matter as the arrangement of a large school building should not be left to the discretion of a body of men who have no special familiarity with the approved principles of school management, sanitary science, or architecture. It is the opinion of the Commission that the amounts heretofore allowed for repairs in the school buildings have been economically used, but that they have been insufficient to meet the current wants.

The Commission has carefully considered the existing wants of the District for additional school accommodation. Looking at this side of the question only, it would appear that there is at the present time great demand for additional school buildings. On the other hand the Commission recognize the fact that there are great and urgent demands upon the revenues of the District for other purposes, and more especially for drainage, sewerage, and

for putting the streets into a proper condition, and also that the rate of taxation upon the property owners in the District should be materially if at all increased. It is because this last point has been kept in view that the Commission has refrained from commenting in detail upon the defects which are found in the existing school buildings, even in the best, or from urging the erection of such buildings as would be considered in the light of the combined requirements of modern sanitary and pedagogical science as model schools, since to secure the amount of light and fresh air which should be furnished in such a building necessitates not only a certain increase in cost of construction over that which has been heretofore expended upon school buildings in the District, but also additional cost for their maintenance, more especially as regards heating, since in cold weather the fresh air to be supplied must be warmed, and if the proper amount is supplied the cost for fuel must be increased to correspond. Taking all these things into consideration it is the opinion of the Commission that for the next three or four years at least the sum of \$100,000 per annum should be expended in the construction of new buildings upon plans to be approved by a board of experts, as above suggested, and that setting all other considerations aside, it will be much more economical to make this expenditure than to pay the rents of the structures which these new buildings would replace.

In the plans of buildings to be hereafter erected, the Commission consider that the following points should be insisted on, concurring with regard to them with the report on a special committee of award upon plans for public schools, as reported in the Sanitary Engineer for March 1, 1880, with certain modifications relating more especially to the conditions in the District.

1. All sides of the building shall be fully exposed to light and air, for which purpose they shall be not less than 60 feet distant from any opposite building.

2. Not more than three of the floors, better only two, shall be occupied for class rooms.

3. In each class room not less than 15 square feet of floor area shall be allotted to each pupil.

4. In each class room the window space should not be less than one-fourth of the floor space, and the distance of the desk most remote from the window should not be more than one and a half times the height of the top of the window from the floor.

5. The height of the class room should never exceed 14 feet.

6. The provisions for ventilation should be such as to provide for each person in a class room not less than 30 cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant draughts or causing any two parts of the room to differ in temperature more than 2° F. The velocity of the incoming air should not exceed 2 feet per second at any point where it is liable to strike on the person.

7. The heating of the fresh air should be effected by indirect radiation.

8. All closets for containing clothing and wraps should be thoroughly ventilated.

9. Water-closet accommodations for the pupils should be provided on each floor.

10. The building should not occupy more than half the lot.

All of which is respectfully submitted.

(Signed)

JOHN S. BILLINGS,

Surgeon, United States Army.

JOHN EATON,

United States Commissioner of Education.

EDWARD CLARK,

Architect, United States Capitol.

It should be here stated that the report of this Commission was of great value in the succeeding years in the construction of school buildings in the District of Columbia. The report was in advance of schoolhouse construction of that time and many of the improvements of the few succeeding years in schoolhouse construction all over the United States can doubtless be traced directly to this report.

This suggests a secondary advantage in the continued permanence of the present Schoolhouse Commission to the people of the United States at large.

Trips of inspection by this Commission, which have covered a great many of the leading cities of the country, have shown that some municipalities are far in advance of others, in questions of the proper construction of school buildings. The Schoolhouse Commission, it is believed, has secured a great deal of valuable data, which is submitted with this report, and it is believed that such data as this should be constantly gathered together and published, and that if this is done, as it doubtless would be by a permanent Schoolhouse Commission, it would be rendered available for distribution and would doubtless be found in a short time to influence the construction of new school buildings throughout the United States.

A draft of the proposed legislation necessary to carry these recommendations into effect is herewith submitted, with the recommendation that it be either enacted as a separate law, or placed at some proper place in the current District appropriation bill.

A BILL To provide for a Schoolhouse Commission for the District of Columbia, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Commission consisting of the superintendent of schools, the Engineer Commissioner of the District of Columbia, and the Supervising Architect of the U. S. Treasury, created by section 11 of the act of Congress approved June 20, 1906, entitled, "An act to fix and regulate the salaries of teachers, school officers and other employees of the board of education of the District of Columbia," for the purpose of submitting to Congress plans for the consolidation of public school buildings, and other purposes, be, and the same is hereby, made a permanent Commission, with the powers and duties hereinafter provided for: *Provided*, That no member of said Commission shall receive any additional compensation for performing said duties other than that which he is now receiving by law.

SEC. 2. Said Commission shall have charge of the construction, repair, maintenance, and furnishing of all public school buildings now or hereafter erected in the District of Columbia, including the appointment of janitors, enginemen, and firemen, and shall have authority to purchase or initiate proceedings to condemn ground as sites for school buildings when appropriations therefor are made by law, and of the preparation of plans for and the construction of school buildings on such sites, under appropriations made for that purpose.

SEC. 3. Said Commission is hereby authorized and directed to appoint a school architect at a compensation of \$3,600 per annum, whose duty it shall be, under the direction of the Commission, to prepare plans and specifications for

school buildings and to perform such other duties as may be assigned to him by said Commission, and said Commission is further authorized to appoint architects, draftsmen, and such other employees as may be necessary, in its judgment, to carry out the purposes of this act and to dismiss such employees at its discretion, and all of the duties now placed by law upon the inspector of buildings of the District of Columbia, the superintendent of the Capitol building and grounds, and the Commissioners of the District of Columbia, with reference to the preparation and approval of plans and specifications for school buildings, and the construction of same are hereby transferred to and vested in said Commission.

SEC. 4. The board of education of the District of Columbia is hereby directed to report to said Commission, from time to time, the necessity for the purchase of sites for new school buildings, which report shall describe generally the territory within which such site should be selected and the character and size of school intended for such site, and it shall be the duty of said Commission, either by purchase or condemnation, to acquire such site or sites from any appropriation or appropriations which may be available for the purpose as nearly as may be practicable in the order certified to said Commission by the board of education.

SEC. 5. That it shall further be the duty of the board of education to prepare, from time to time, in writing, for the direction of the said Commission, a list of school buildings to be erected upon sites already secured or in process of being secured by condemnation proceedings, and it shall be the duty of said Commission to prepare plans and specifications for a building or buildings to be erected on said sites as nearly as may be practicable in the order certified thereto by the board of education, and to advertise for bids for the erection of such building or buildings as required by existing law, and to enter into contract therefor: *Provided*, That an appropriation or appropriations are available for said purpose.

SEC. 6. That hereafter appropriations for the purchase of sites for and the construction of public school buildings shall be made in separate lump sums to be disbursed under the direction of said Commission, in accordance with the provisions of this act, and it shall be the duty of said Commission to make allotments from said appropriations for the purchase of sites and the construction of school buildings thereon.

SEC. 7. It shall be the duty of said Commission to disburse all sums appropriated for the repair and maintenance of public school buildings, and for furniture therein, upon requisitions made by the board of education of the District of Columbia: *Provided*, That said Commission shall have full power to approve or disapprove any requisitions which may be submitted to it by said board of education.

SEC. 8. It shall be the duty of said Commission to report to Congress annually, through the Commissioners of the District of Columbia, the number of sites purchased and the cost thereof, the number of school buildings erected and the cost thereof, and the amount expended in the repairs, maintenance, and furnishing of school buildings, and said report shall be made in detail, and it shall also be the duty of said Commission to submit to Congress, annually, through said Commissioners of the District of Columbia, estimates for the purchase of sites, the erection of school buildings, and the equipment of same, and for the maintenance and repair of school buildings.

SEC. 9. That all disbursements of said Commission shall be upon vouchers audited by the auditor of the District of Columbia and paid by the disbursing officer of said District, and upon requisitions to be approved by the Commis-

sioners of the District of Columbia, as now required by law for appropriations made for the expenses of the government of the District of Columbia.

SEC. 10. That all duties placed by this act upon said Schoolhouse Commission which are now performed by any other officer or employee of the District of Columbia shall be performed by said Commission, and such officer or employee is hereby relieved from all such duty or duties.

SEC. 11. That all laws or parts of laws inconsistent with the provisions hereof are hereby repealed.

SIZE OF APPROPRIATIONS.

At this point it seems desirable to the Commission to make some recommendations in regard to the size of the appropriations. It is recognized that the expenses of conducting the public school system in Washington are probably higher than possibly in any other community, whether measured either by the amount expended per child enrolled, or by the amount expended per 1,000 of residents of the District. The Commission believes that changes in the organization might be made to work economies in this respect, but that so long as separate systems of education of the two races are maintained and an equality maintained in all respects between the two systems (and it is believed no other treatment is possible here), the expenses must be greater than in other places. It is, however, certain, that Washington has not been spending as much money in the construction of new buildings as have most other progressive cities of the country. The type of construction should be better than that used, and this can be said without criticism of the buildings erected in Washington recently, which, as a rule, are excellent solutions of the problem where appropriations are not sufficiently large to permit of fireproof construction. Within the past ten years the total of appropriations for new buildings, including the purchase of sites, has been about \$2,850,000. In the fiscal years 1901, 1902, 1907, 1908 only did the appropriations for new school buildings and sites exceed \$300,000. It should also here be noted that this period of ten years has seen the erection in the District of two of its high schools, besides the Armstrong Manual Training School. It is believed by the Commission that in these ten years the District has fallen behind in the construction of new buildings to the extent of at least \$2,000,000 and that there exists now an immediate need for new construction to meet this defect, a need which should be remedied by as liberal appropriations as possible for the succeeding two or three years. It is also believed that the growth of the District demands a yearly appropriation for new buildings and sites of about the size of the appropriation made for the fiscal year 1908, or lacking the appropriation of a single definite amount to make up the deficit acquired by the partial neglect in the past, that the appropriations for the next few years should be considerably in excess of \$500,000 until the school

needs are supplied. The Commission believes that an authorization in new school buildings and grounds for the fiscal year 1909 of about \$1,000,000 should be made, and that about the same sum should be appropriated for each of the three or four succeeding years, after which time a normal basis will be reached of about \$600,000 per year for new buildings and from \$100,000 to \$150,000 a year for repairs to buildings, to plumbing, and to heating and ventilating apparatus. These figures are based on an authorization or requirement of a better class of construction in the building. Most of the latest buildings in the District are not fireproof and are built at a cost of about 11½ cents per cubic foot. It is believed that the type of construction should be raised to a cost of about 17 cents per cubic foot, the cost decreasing for the larger buildings. This contemplates fireproof construction, up to the ceiling of the top floor.

TYPICAL CLASS ROOM.

In the District of Columbia the class room in the buildings erected in recent years are 24 to 25 feet by 32 or 33 feet. Ceilings are 13 feet high. This room contains about 250 cubic feet per pupil on the average attendance of 42 pupils per room and a lesser quantity for 50 pupils per room.

The rooms should be provided with ventilation, so that at least 30 cubic feet of fresh air per minute would be provided for each pupil, and this amount should be introduced and distributed without unpleasant draughts, thereby giving a complete change of air in the room in seven or eight minutes, a condition which it was entirely impossible to obtain under the old methods of ventilating. A room of this size allows for the proper spacing of 48 desks with sufficient aisles to the teacher's desk. The plan of the desk layout of the rooms in Boston appended with this report has been deemed worthy of reproduction and careful note. Adjacent to each room in modern school buildings there should be a cloak and hat room about 6 by 20 feet, affording sufficient space for the wraps and umbrellas for about 50 pupils, and also teacher's bookcase. There is divided practice as to whether this cloakroom should have a single entrance from the schoolroom or an entrance from the schoolroom and an entrance from the corridor. In the Washington schools the rooms serve as passage ways between the schoolroom and the corridor, so that when classes are dismissed pupils obtain their wraps as they march from the rooms and thence into the halls or corridors without returning to the class room. In the St. Louis schools and in the Boston schools, rooms are provided with but 1 door, but these buildings are fireproof buildings. It is believed that unless the buildings are fireproof, which they are not in Washington, the extra exits to the room should be provided, as is done here. These cloakrooms are genally ventilated

and always should be to assist in the drying out of the wraps on rainy days. In St. Louis the exhausts of the ventilating system are provided in these rooms. This has the slight sanitary objection that the drying air is always more or less impure, but seems to be more practical than to attempt to install a separate ventilating system for the smaller room.

LIGHTING.

The windows of the schoolroom should be of such size to give an area of at least one-fifth, preferably one-fourth, of the floor area of the room. Unilateral light, as far as light itself is concerned, is naturally the best system that can be devised. The light should come from the left and rear. The sills of the windows should preferably be above the heads of the sitting pupils, the top of the window close to the ceiling, not more than 8 inches therefrom. The ceiling should be either white or of a light enough color to reflect downward the refracted rays which are secured by closing the upper half of the window sash with ribbed glass, the ribs running horizontally. This treatment is found better than frosting the glass, which obstructs or moderates rather than refracts the light.

In Washington the unilateral light principle is not ready for rigid adoption for climatic reasons. Many days in the year are so hot as to make it necessary to have the windows open and the conditions are much better with openings for this ventilation on two sides of the room than could possibly be obtained with windows on one side only. Where the light is bilateral it should be so arranged that the greater amount of light comes from the left and the smaller amount from the rear. In such a case the area put into windows should be greater than that required for the unilateral light, so that the sunny side may be shaded without reducing the amount of light below the standard. Such shading should be attained by a translucent or very slightly opaque shade. The great objection to unilateral light, which is adopted in many cities, even when bilateral light might be obtained, is that in order to obtain the necessary amount of sash space practically the whole side of the room must be given up for windows. On the windows facing east, west, or south at some time of the day, the direct rays of the sun will fall on the desks of the pupils and the entire window must be shaded, thereby reducing the amount of light below the standard.

The Commission believes that the system here of designing for unilateral light where bilateral light is not attainable and of taking advantage of the bilateral light where it can be obtained to augment or supplement side light when it is necessary to shade the side windows is justifiable and that to adopt a rigid adherence to the unilateral system here would be a mistake and recognized as such during

the hot days which occur every year in May, June, and September, during school session.

Relative to the size of the panes, the Commission favors small panes for economy in repairs. Shades are recommended to be of about the transparency of tracing linen, so that the direct sunlight can be shaded without a great reduction in the light. The shades for the rear windows, however, should be more nearly opaque and should be hung at the top of the window.

HEATING AND VENTILATION.

The system now universally most favorably regarded for both heating and ventilating is to heat the air which is supplied to the rooms for ventilation purposes, the air being introduced to the interior wall of the room at a distance well above the floor through an opening large enough to supply the necessary quantity without excessive currents. The outside air enters the fan room through screens, is forced by the fan over coils or furnaces to the warm air chamber, thence through ducts to the rooms. The air in passing the heating surfaces is raised to a temperature of between 150° and 175° , but loses about 50° between the boiler room and the class room, which it enters at about 100° . The air is delivered in a slightly upward and outward direction, so that it spreads over the ceiling and comes in contact with the large window surfaces, where it is perceptibly cooled and drops near the windows, so that by the time it reaches the lungs of the pupils it is cooled to about 70° . The vent register should be placed near the floor and on the same side of the room as the inlet register. The air is exhausted at a temperature averaging 60° . Part of the outgoing air is forced through the cloakroom adjoining the class rooms. About 1,600 cubic feet per minute of air should be supplied to each class room, this being an allowance of about 30 cubic feet per minute to the pupil. The amount can be increased or diminished by regulating the speed of the fan and the temperature can be controlled by opening or closing the damper in the by-pass or cold air duct connected with each hot air duct in the basement. Thermostatic or automatic control can be installed, or the dampers can be arranged for hand control by the engineer or janitor. The latter system affords opportunity for sudden changes after physical exercises of the pupils without making it necessary to open the windows.

In the northern cities it is necessary to have steam radiators in the rooms in addition to the heat ducts, in order to keep the rooms from cooling off over night. This is not believed to be necessary in this climate, where the rooms can be quickly heated by using a return duct, so that the cold-air supply may be shut off and the tempered air of the building circulated before the opening of the school in the

morning, the return duct being cut out on the entrance of the pupils and the fresh air introduced. Of course, in this system it is necessary that the ventilation of the toilet rooms shall be independent of the house system and that all ducts with vents from the toilet rooms discharge above the roof.

BLACKBOARDS.

The Commission finds various types of blackboards in use throughout the United States, from a blackboard of hard plaster treated with a coat called silicate to boards made of black glass, all of which have advantages and defects. The blackboards of hard plaster coated with so-called silicate require to be recoated every two years. During this time they remain permanently black, while the commercial slate, which verges on dolomite or limestone, turns to a gray color and can not be kept black, their cost being such that the artificial board, with its recoating, will not reach the first cost of the slate board, until possibly twenty years. The black-glass board is the ideal board, remaining permanently black, never needing repair and being practically indestructible. It is, however, extremely expensive. The Commission believes that the blackboards of plaster coated with silicate are eminently satisfactory and probably the most economical boards that can be devised.

The chalk rail is placed about 2 feet 5 inches above the floor and the top of the board should not exceed 6 feet 6 inches. A good finishing detail is to have a picture or dish shelf at the top of the board, with a panel for the insertion of drawings or unframed pictures; and, as is found in the St. Louis schools, with a soft-wood strip built into the wall about 1 foot above the shelf, for the easy fastening of these drawings or prints.

PLUMBING.

In a building of 2 floors and a basement toilet rooms for the pupils need be provided only in the basement. In high schools or in buildings where there are 3 floors above the basement, a toilet room should, preferably, be provided on each floor, and 1 should, without doubt, be provided for the top floor in addition to the toilets in the basement. Teachers' rooms, with toilet facilities, should, however, be provided on every floor and a separate small toilet room should be provided for every class room intended for kindergarten purposes. The Commission believes that the latest school buildings in the District of Columbia have very satisfactory toilet arrangements in their basements. As to the number of toilets to be provided, about $1\frac{1}{2}$ closets per room in the girl's toilet room and about 1 closet per room in the boy's toilet room, with about 30 inches of urinal space per room in the latter room, or $1\frac{1}{4}$ urinal fixtures per class room, should be provided.

Fixtures used in the Washington schools are of the most advanced and sanitary type. Closet fixtures are seat action, with copper-lined tanks. Seats are reenforced with brass strips and flush pipes are of nickel-plated brass. Closets are vented in range and each has a register vent in the wall in the rear of the closet opening into the vent chamber to take off the local odors. Bowls are of extra heavy vitreous earthenware with siphon jet washout. Floors of the toilet room are of cement, with a brass floor drain for flushing or washing. Urinals are set out in the middle of the room, with slate stalls, double back, with an interior vent space connected to vertical vent duct with Bunsen burners to accelerate the draught. The floor slab and trough are also slate. The top of the urinal is provided with a water trough with serrated edges over which the water flows in a sheet down the face of the urinal back. In its many inspections the Commission saw no other urinal fixture that could compare with this one for efficiency.

Drinking fountains in Washington are of the fountain type, either with constantly flowing water with a nozzle or mouthpiece over which the pupil puts his mouth, or with an attachment or handle to turn or press down to start the flow. Both have objections, the former wasting water and the latter failing to keep itself constantly cleansed. It is questionable whether this fountain should not be replaced by a sink, either of deep enamel or vitreous ware, with porcelain drinking cup hung on a stout chain in such a manner as to drain when released. In St. Louis a special note was made of the drinking fountains in the walls of the building, on the outside, available for the children during the play period.

Iron sinks should be provided for the janitor and in the lavatories for the pupils and teachers.

The Commission calls attention to the fact that the problem of keeping in repair the plumbing fixtures in school buildings is a very serious one. No effort should be spared to reduce the mechanism of the plumbing fixtures, so as to omit all parts liable to be damaged, and they believe that an earnest effort to this end is being made in practically all cities visited, as well as here in Washington, and that great progress is being made along these lines and can be expected in the future.

AIR MOISTENING.

With reference to the moistening of air in the schools, the Commission believes that this moistening is desirable, but is not prepared to state that the problem has as yet reached the best solution in any municipality. It is believed that it would be entirely proper for experiments to be tried to see if results could not be obtained that would justify the general use of moistening apparatus, both on ac-

count of its effect on the health of the children and because in some solutions of the problem in the process of moistening the air, the air is also washed and enters the room purer and cleaner than without the washing. A very good illustration of this was seen by the Commission in its inspection of the Patrick Henry School at St. Louis, where all of the air entering the building through the ventilating system is drawn in through a spray bath, which cools the air in summer and provides moisture, although the spray is installed to cleanse the air.

In this connection the Commission deems well worthy of quotation a portion of the report of the schoolhouse commissioners of Boston for the year 1906, showing the results and conclusions arrived at by the Boston authorities in their efforts to treat this question.

We respectfully submit a report on air moistening in the schools as per your request.

The tests which have been made are confined to 2 schools, the Farragut School, Huntington avenue, and the Andrews School, Genesee street. These tests were partly made last year and continued this, with a view to determining the following questions:

1. How high a percentage of moisture is desirable?
2. Can a given percentage be maintained?
3. How much attention is necessary to maintain the desired percentage of moisture?

Without going into details more than is necessary we will try to answer these questions.

The answer to the first one would be that from 40 to 50 per cent is desirable in cold weather. It was found that, while on mild, bright days, even a higher per cent than 50 was permissible, on cold days it was objectionable in some rooms.

The moisture in the Andrews School was presumably equally distributed to the various rooms. On the sunny side with 50 per cent moisture there was very little condensation on the windows. On the shady side it was objectionable, and the teachers complained of a dampness in the air. This was probably due to the extra cooling of the air next windows and walls on the shady side, which tended to raise the percentage of humidity in part of the room to perhaps 70 per cent or more.

Considering buildings, then, as a whole, about 40 per cent humidity in very cold weather and 50 per cent in ordinary winter weather seems about right.

To determine the answer to the second question we have tried to control the percentage by means of humidostats.

The apparatus used is briefly described as follows:

A fan and radiators controlled automatically to deliver air to the rooms at a uniform temperature of 67° F. (This particular school has steam coils in the room to make up the necessary heat over what enters with the air to rooms.) Steam pipes perforated to blow steam directly into the air entering; a valve on supply to pipes to control flow of steam; a humidostat in the schoolroom to control automatically the valve on steam supply pipe; a recording hygroscope to record the per cent of moisture in the rooms.

The records show that the humidostat did open and close the valve, so that there was a per cent ranging about 5 points each way above and below the set point when the apparatus was properly run. Greater variations are recorded,

but a cause can be given in nearly every case. The experiment is limited to 1 humidostat, and how permanently reliable humidostats would prove is not determined.

The third question is an important one and can only be answered in a general way.

With the present state of the development of this apparatus for this work a great deal of attention is necessary. The simplest method and least expensive to install for the average building is the one at the Andrews School. It is the nearest to a scientific system, as it attempts to control the percentage of humidity in a simple way.

Two phases have been developed which tend to show that special care is needed, and they are as follows:

First. So much steam taken from the boiler requires constant care to see that the water line does not get down to the danger point.

Second. There has been complaint of a bad odor in the rooms, and this was due to the sediment and dirty water in the boilers.

There is a question of whether the water can be kept sufficiently clean in the boilers to obviate this.

The alternative of having a pan of water, with submerged steam pipes and air passing over the surface on its way to the rooms, has advantages, but this water pan would have to be kept clean, and there are many places where it is not practical, on account of the space required.

The situation, we think, is fairly stated by saying that the humidifying of schoolrooms is practical and can be regulated, but the results with the average janitor, due to the attention necessary, are not commensurate with the expense and maintenance of the installation.

PLAY ROOMS IN BASEMENT.

All school buildings should be provided with 2 large play rooms in the basement floor, which preferably should be on a level with the play yards, 1 room to be available for each sex during such weather as requires children to spend their play period indoors. Such rooms, to be most attractive, should be faced with vitrified or glazed brick, or a dark colored paving brick to a height of at least 6 feet, the surface to be such that defacement by writing or drawing with pencil or chalk is impossible. Floors, in most cases, should be of cement. Rooms should be furnished by a low bench or settee taking a very small portion of the space next to the wall; and each play room should have every convenient access to the toilet room for that sex for which the room is intended.

PLAYGROUNDS.

The Commission can not lay too much stress on the desirability of the acquisition of large enough lots to provide ample playground space for children during recess. This should be easier to attain in Washington than in the larger cities, although even in Chicago and St. Louis this idea is carried out, in St. Louis even in the well-built up sections of the city. The school laws of most cities provide that there shall be 20 feet of floor space for each school child in all build-

ings. It would appear that more than this space should be provided for play space and the Commission believes that 30 square feet per pupil should be provided in addition to the area of 2 large play rooms. Where possible this allowance should be increased to 40 square feet per pupil, and should never be allowed to fall below 25 square feet.

Attention is invited to the playground arrangement of the Bernhard Moos School, in Chicago, elsewhere described in this report, and to the playgrounds which are provided generally in the St. Louis schools.

In Washington, it is believed that the building should be set as close as possible to the building line, as this will leave, ordinarily a small parking space in front for such architectural treatment as may be desired, and will result in effecting the preservation of every possible inch of the rear space for playground purposes.

In the St. Louis schools it was noticed by the Commission that where the normal playground space was small the terrace in front of the building was reduced in size to comparatively little more than the width of the main entrance, but where the lot was of normal size, or larger, this terrace was extended to almost the entire length of the building.

In Washington, especially in the older schools, playground space is notably deficient. Instead of an 8-room school having 12,000 square feet of play space, not a few such have scarcely 1,000 square feet. It does not appear advisable for the Commission to specify in connection with what particular buildings there should be provision for additional playgrounds. About half of the buildings should have additional playground accommodations. The Commission recommends an appropriation of \$200,000 in order to acquire for certain selected schools, as far as this amount may go, additional playgrounds, and that in future appropriation bills provision be made for the playground extensions to other schools, until every elementary school in the District of Columbia shall have a proper playground.

GYMNASIUMS AND ATHLETIC FIELDS.

Of the white and colored high schools of the District of Columbia only 2—the Business High School and the Western High School—have gymnasiums worthy of the name. The Eastern and Central high schools have drill halls used for such purposes. The Commission would recommend that all new high schools be equipped with gymnasiums that may accommodate classes of at least 80 pupils at a time. Where possible there should be 2 gymnasiums, 1 for pupils of each sex.

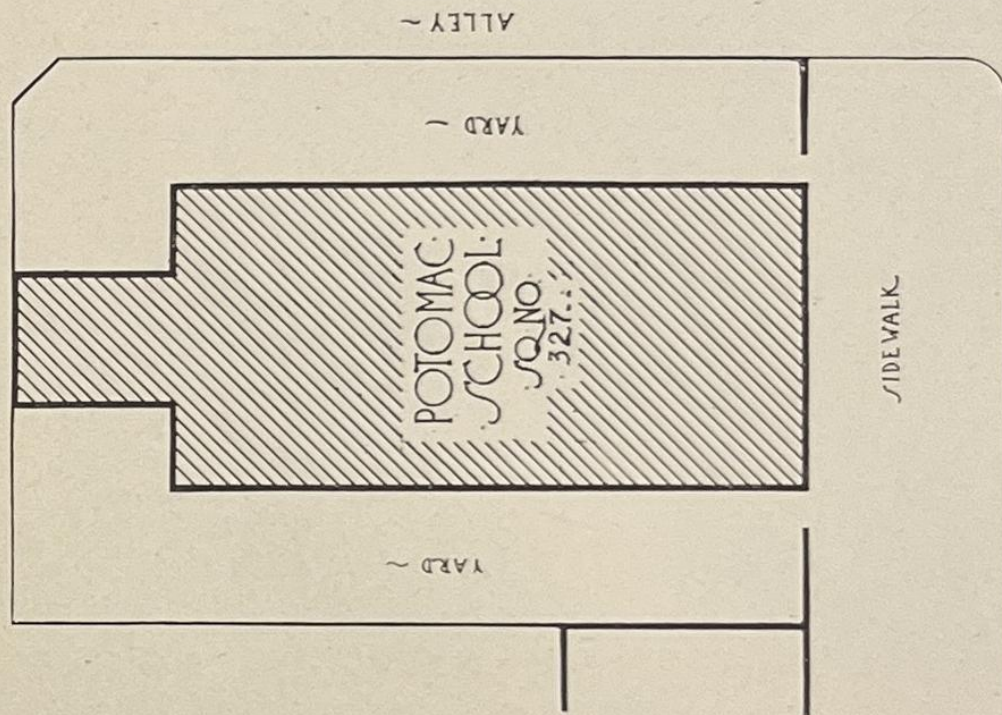
Only one high school in the District—the Western—has sufficient accommodations for athletic outdoor sports. The Commission does



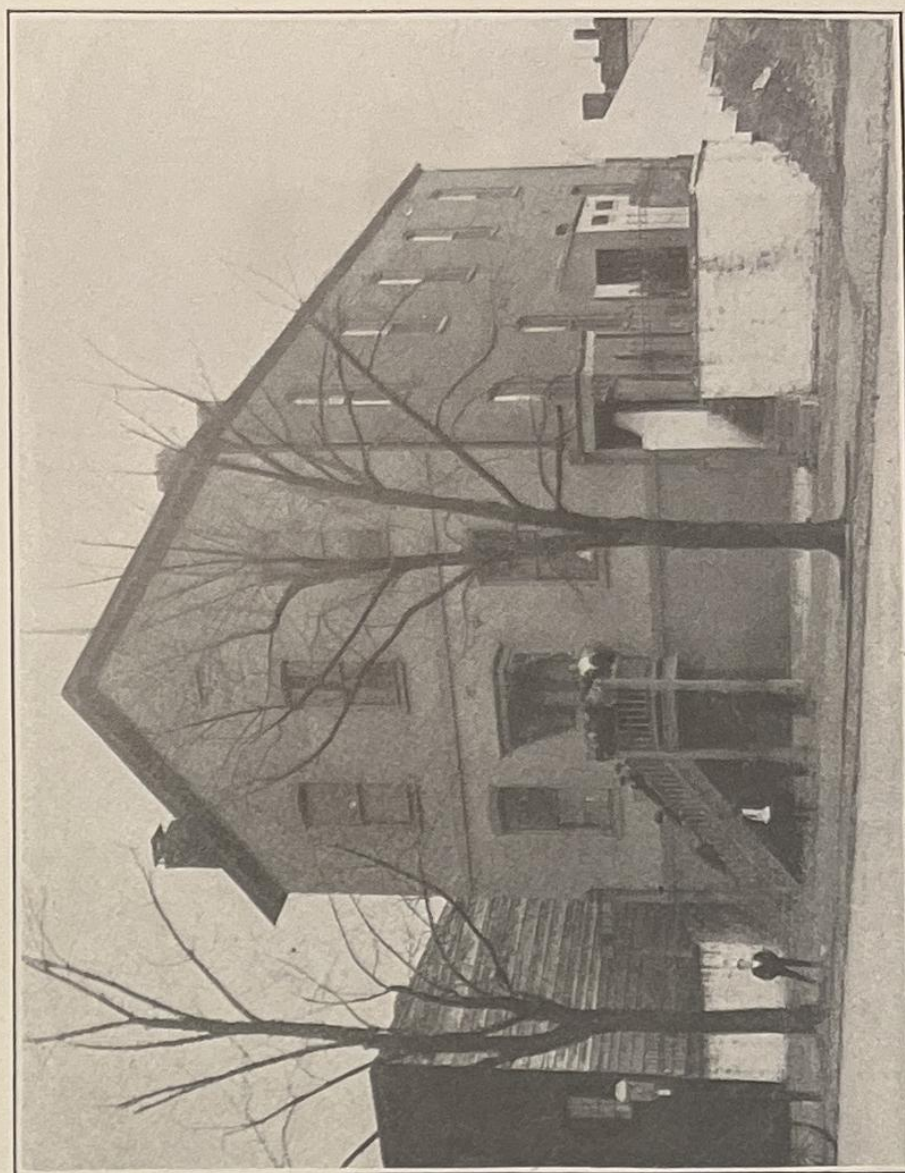
C. B. J. SNYDER, ARCHITECT.

NEW YORK.

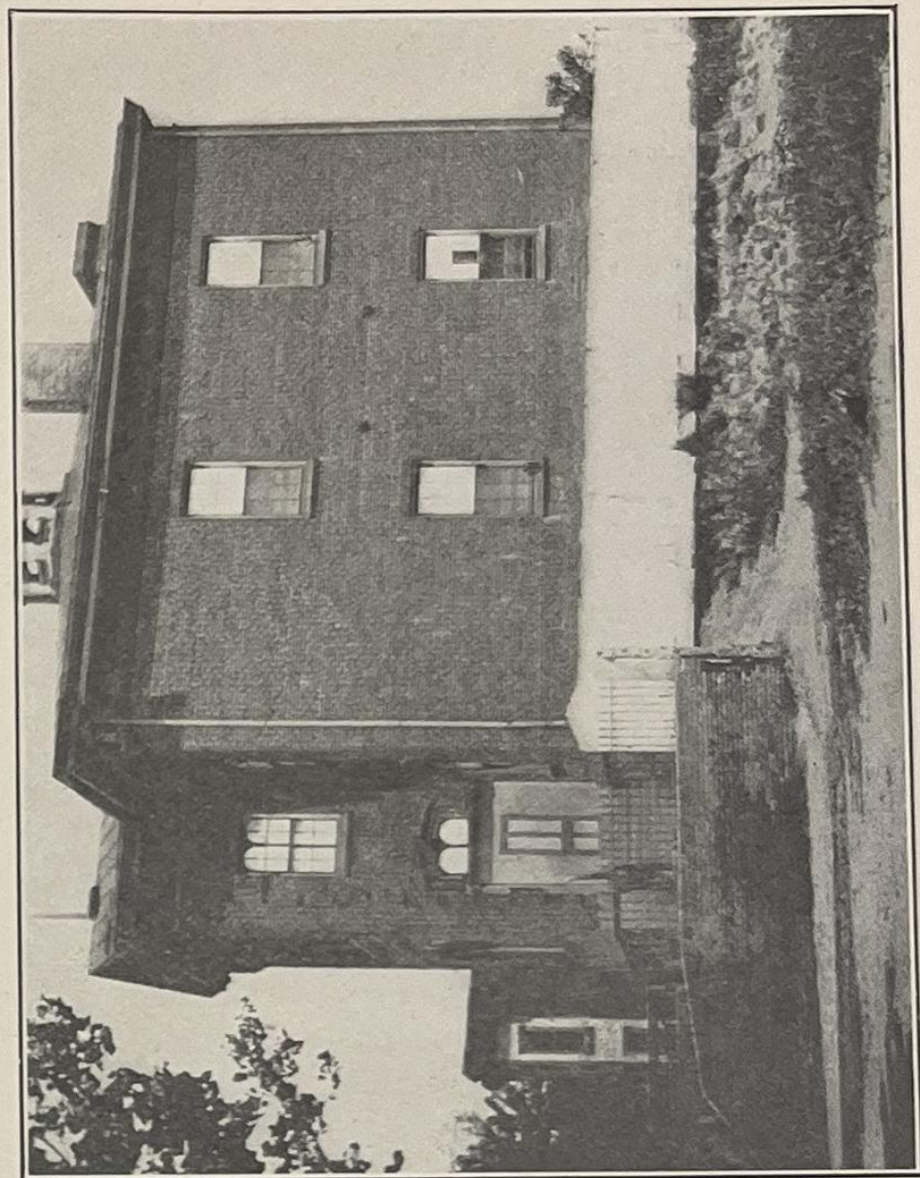
ROOF PLAYGROUND.



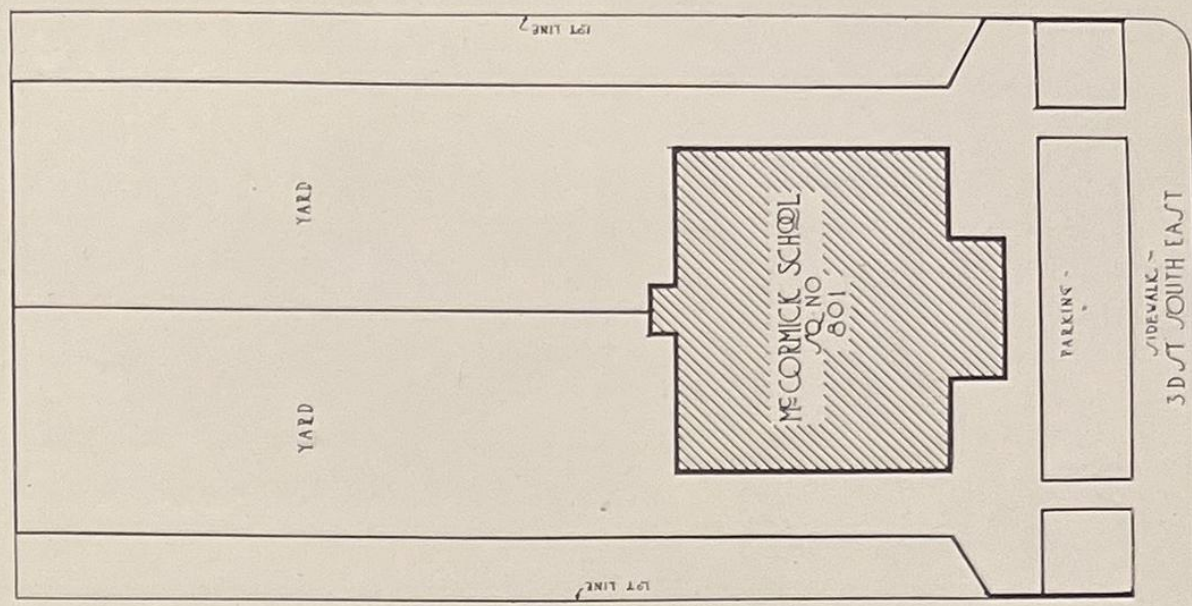
12 TH ST S W



POTOMAC SCHOOL, WASHINGTON, D. C.



MCCORMICK SCHOOL, WASHINGTON, D. C.



not regard it as feasible to purchase grounds near each high school, but would recommend that 2 large athletic fields be secured at some convenient point within the District—1 for white youth and the other for colored youth. The Commission would suggest a field of about 8 acres. It is possible that some such accommodation as this might be obtained by utilizing a portion of the newly reclaimed Potomac Park near the end of the new highway bridge across the Potomac.

ASSEMBLY HALL.

The Commission notes that there are assembly halls in the schools of most of the progressive cities of the country. Assembly halls should accommodate from 600 to 1,000 persons. In order to make the hall available for night lectures as well as for use in instruction of the pupils, the best location of such halls is either on the ground floor or in the basement of the buildings. Attention is called to a school described later in this report—a school in Rochester, N. Y., which is provided with an assembly hall, which is so inexpensive and yet so convenient that it commends itself for use here. This kind of assembly room can be incorporated in plans for schools on either the "U" or "E" type. Another good type, which, however, calls for the sacrifice of class-room space in the main building, is the one shown in the new plans for school in New York City, submitted later in this report.

SCHOOLS TO BE ABANDONED.

The Commission recommends in the following specific cases immediate abandonment of some properties and ultimate abandonment of other properties; in some cases the sale or disposal of the lot and in some cases the use of the lot, together with property to be acquired as a site for a new building, or the use of the lot without increase in size, for the establishment of a smaller building, such as a manual training center.

POTOMAC SCHOOL.

This building was built in 1870 at Twelfth street and Maryland avenue SW. It is badly located on account of its close proximity to the railroad tracks and it occupies a very small lot, with a small narrow yard at either side, as shown on the plate. It is only in fair repair and is almost entirely unsuitable for school purposes. The Commission recommends that it be replaced as soon as possible by a modern school building in this general locality, but at a different point.

M'CORMICK SCHOOL.

This building was built in 1870, on Third street SE., between M and N streets. It occupies a fair-sized lot, but is not at all suitable

for school purposes, having narrow halls, no teacher's rooms, is deficient in ventilation and has no modern plumbing. A modern school building is being located at another point in this section. This building should be abandoned as a grammar school and used for a short time for manual-training purposes, to which it is better adapted. At a later date a manual-training center in a new building should be here located.

THOMSON SCHOOL.

This building was built in 1877, on Twelfth street, between K and L streets. It is a small and narrow 4-story building, badly heated, has no adequate ventilation, is badly located on the lot, which it almost entirely occupies, leaving no yard space. It should be entirely abandoned at once. The Commission regrets that in its various inspections no time was available to search through poorly arranged and old school buildings, as it would have been interesting to have determined whether as unsuitable a building as this could be found, in use for schools purposes, in any up-to-date municipality. This site might well be utilized for the location of a manual-training center, if difficulty is found in acquiring sufficient adjacent property for a larger school.

THRELKELD SCHOOL.

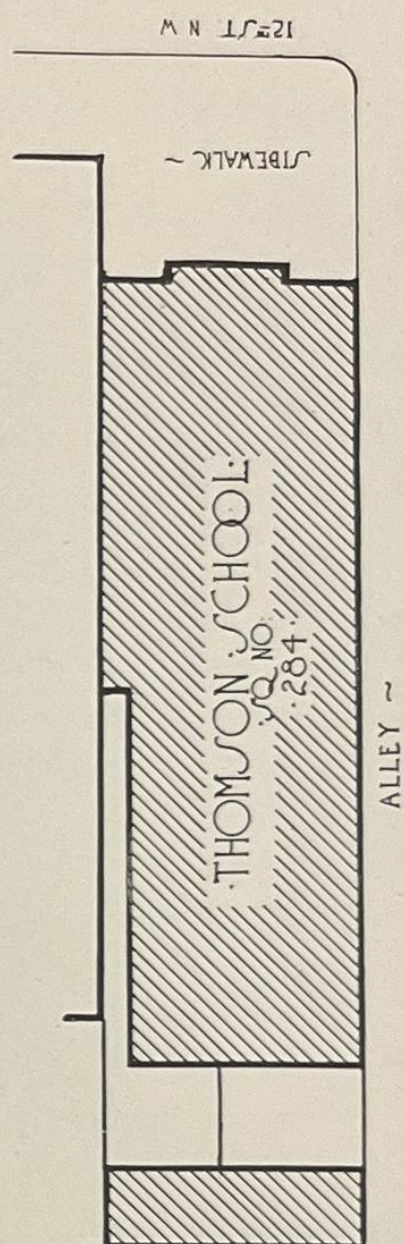
This is an old building erected in 1868 at Thirty-sixth and Prospect streets NW. It is well located at the corner but is on an extremely small lot. The building is an old brick structure, badly arranged as a school building, the lighting being exceptionally bad, being from opposite sides of the room in some cases and in others on three sides. The building should be abandoned and the lot sold, or additional adjacent property acquired for the erection of a modern school.

WEBSTER SCHOOL.

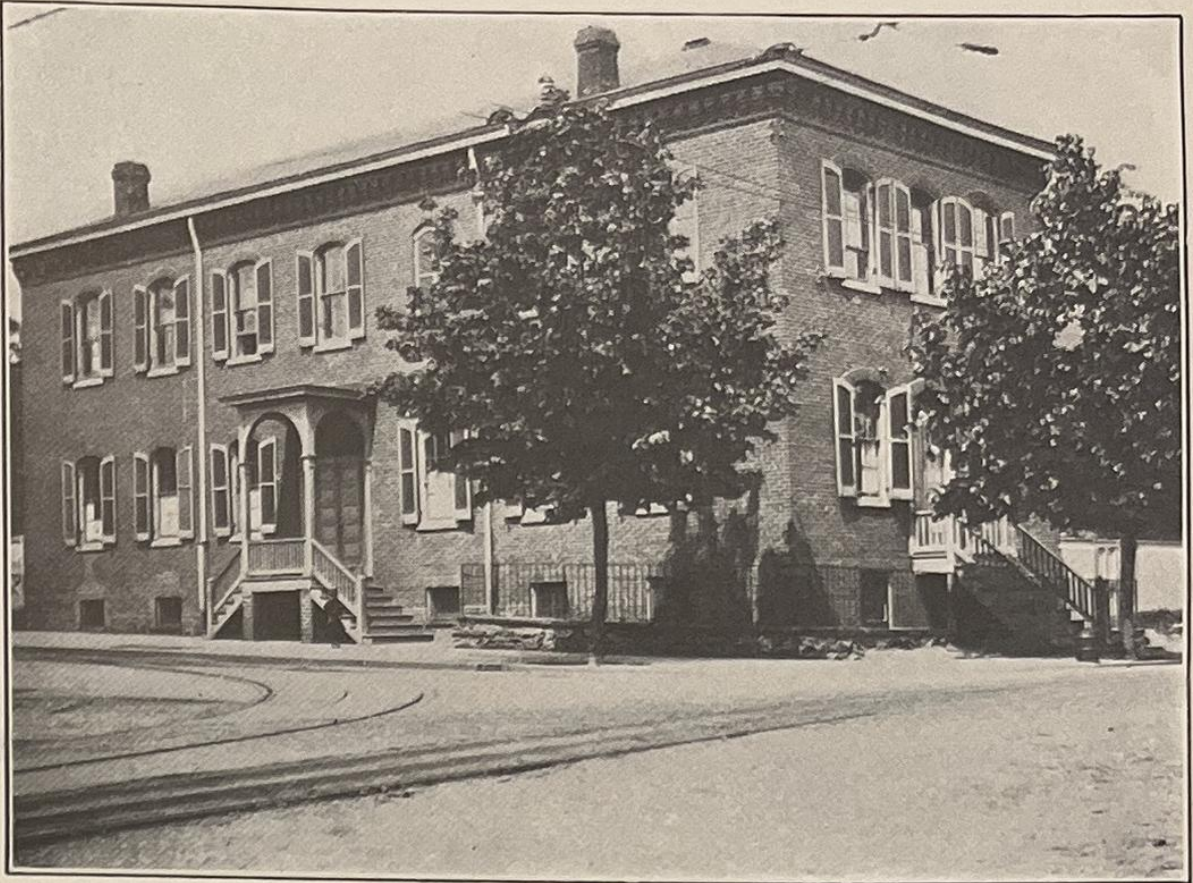
The Webster School is an old building erected in 1884 at the corner of Tenth and H streets NW. It is well located as to school neighborhood, but is on a bad lot, the east wall abutting another building and a very small yard remaining for recreation purposes. The light in several of the schoolrooms is of the worst possible type, coming from both the right and left sides of the students. Although the building is in substantial condition, it should be abandoned for school purposes and the site disposed of.

ABBOTT SCHOOL.

This is an old building, built in 1876 on a triangular lot entirely surrounded by streets at Sixth and New York avenue NW. The school is well located, but is entirely lacking in playground space. The building is in good repair, having recently been thoroughly overhauled. It is, however, of an old type, not well lighted. It is rec-



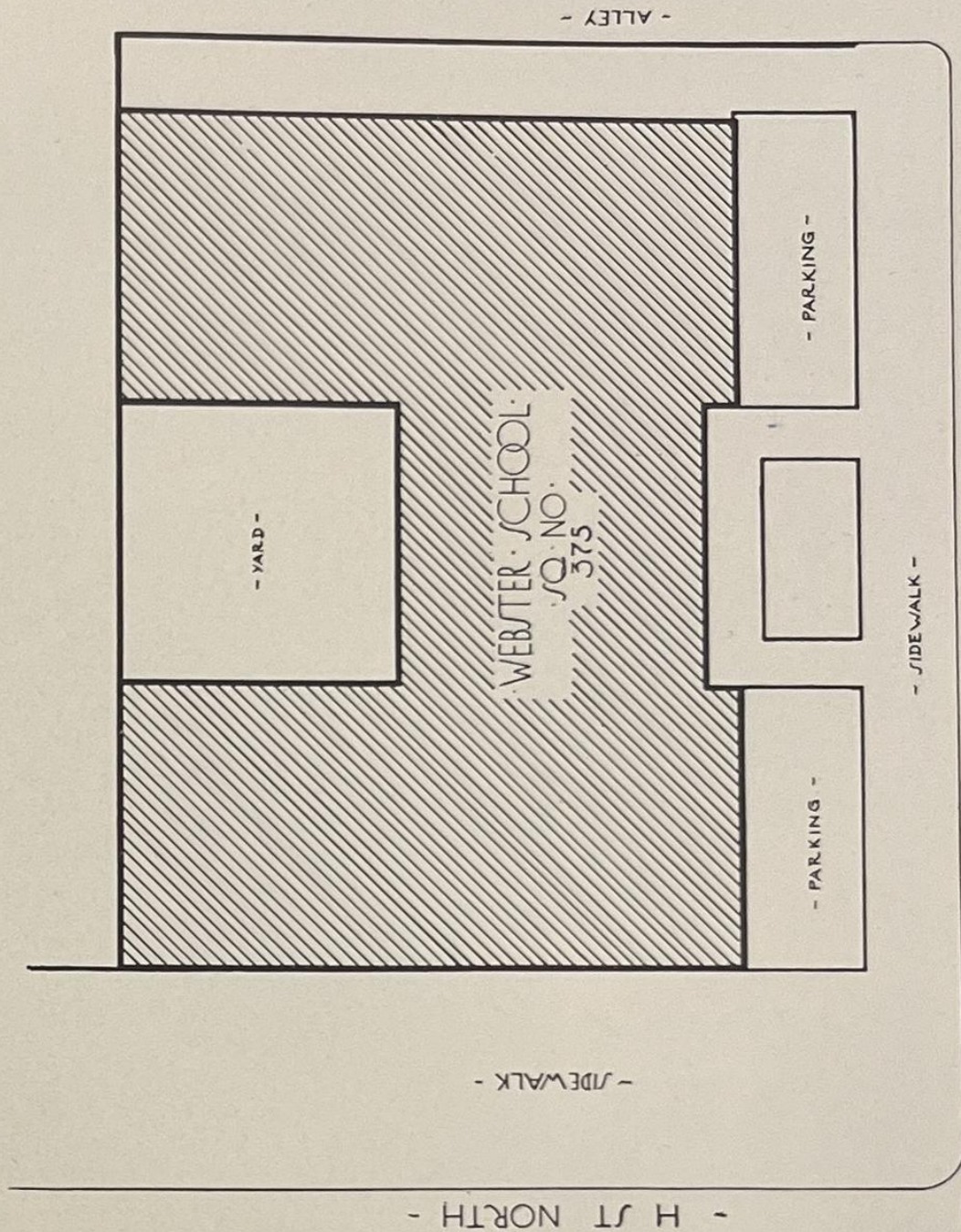
THOMSON SCHOOL, WASHINGTON, D. C.



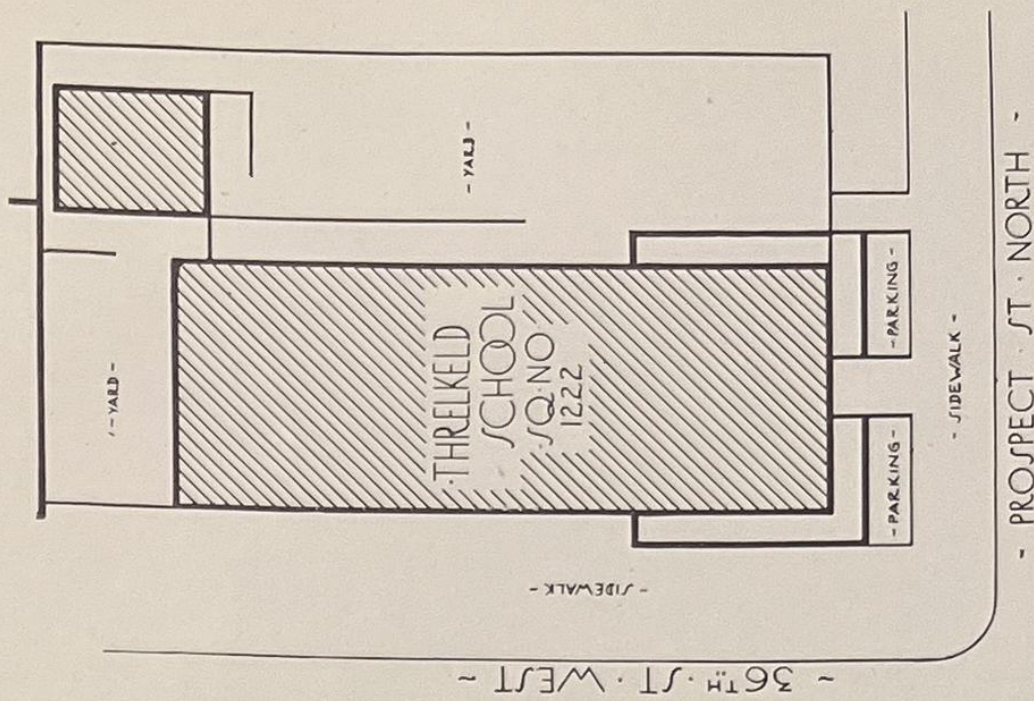
THRELKELD SCHOOL, WASHINGTON, D. C.



WEBSTER SCHOOL, WASHINGTON, D. C.



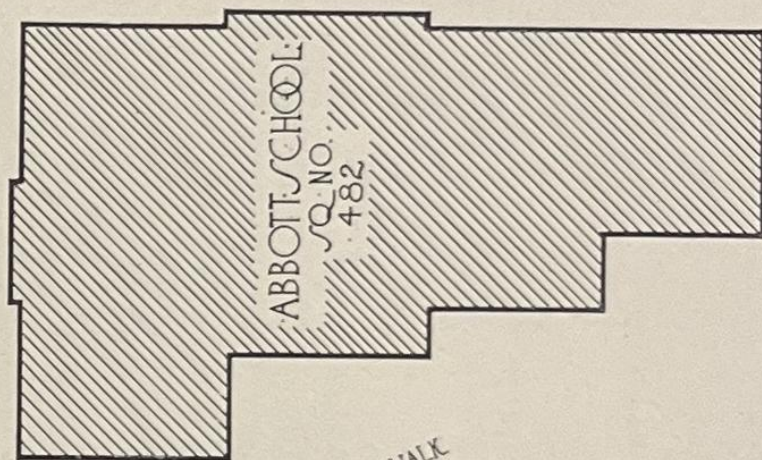
~ 10TH ST. WEST ~



WEBSTER SCHOOL AND THRELKELD SCHOOL, WASHINGTON, D. C.

(Lot plans.)

SIDEWALK
6TH ST WEST ~



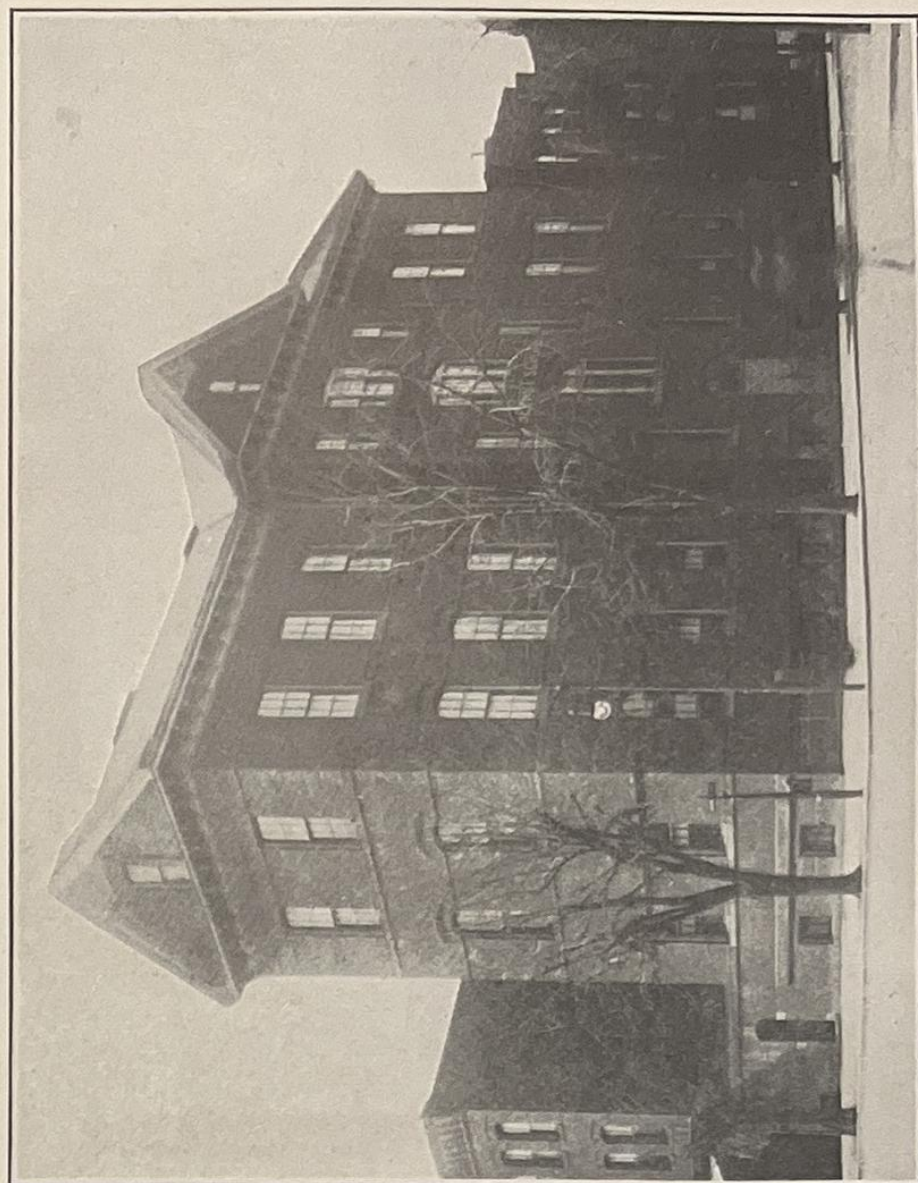
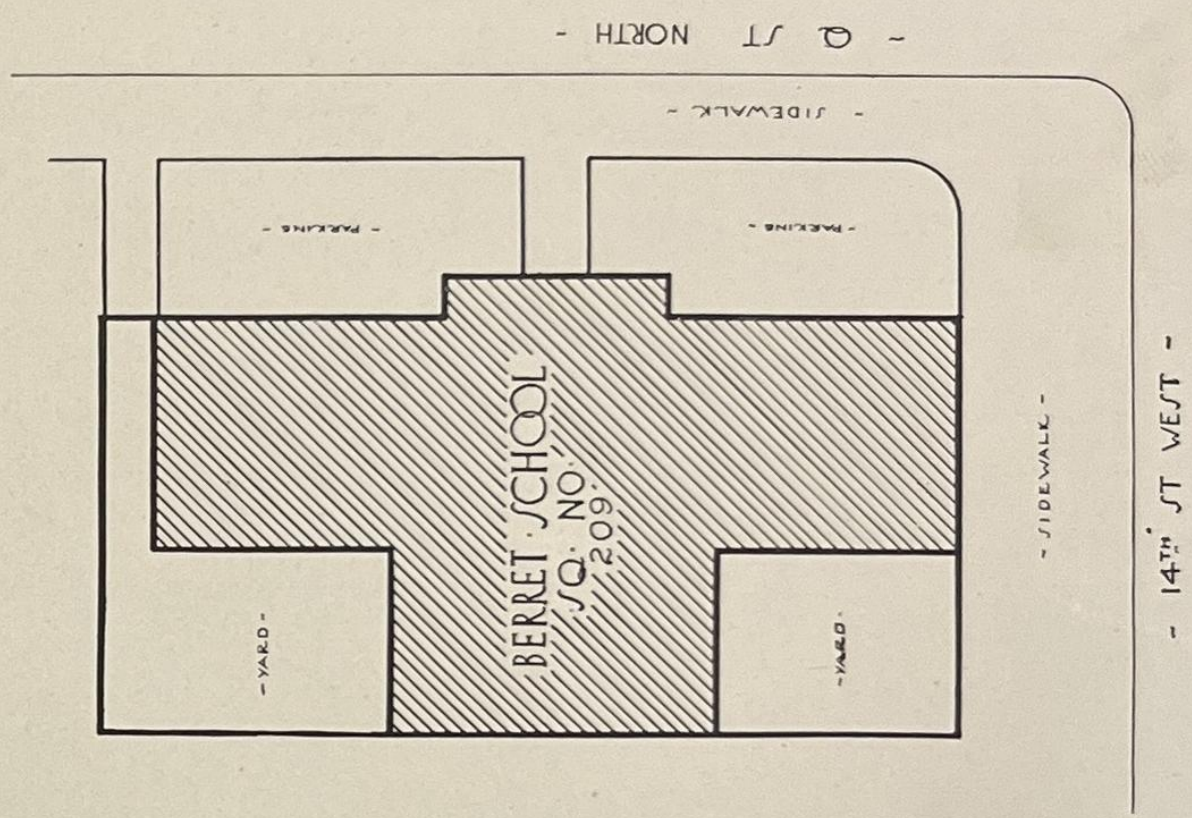
SIDEWALK
L ST. NORTH

SIDEWALK
NEW YORK AVENUE

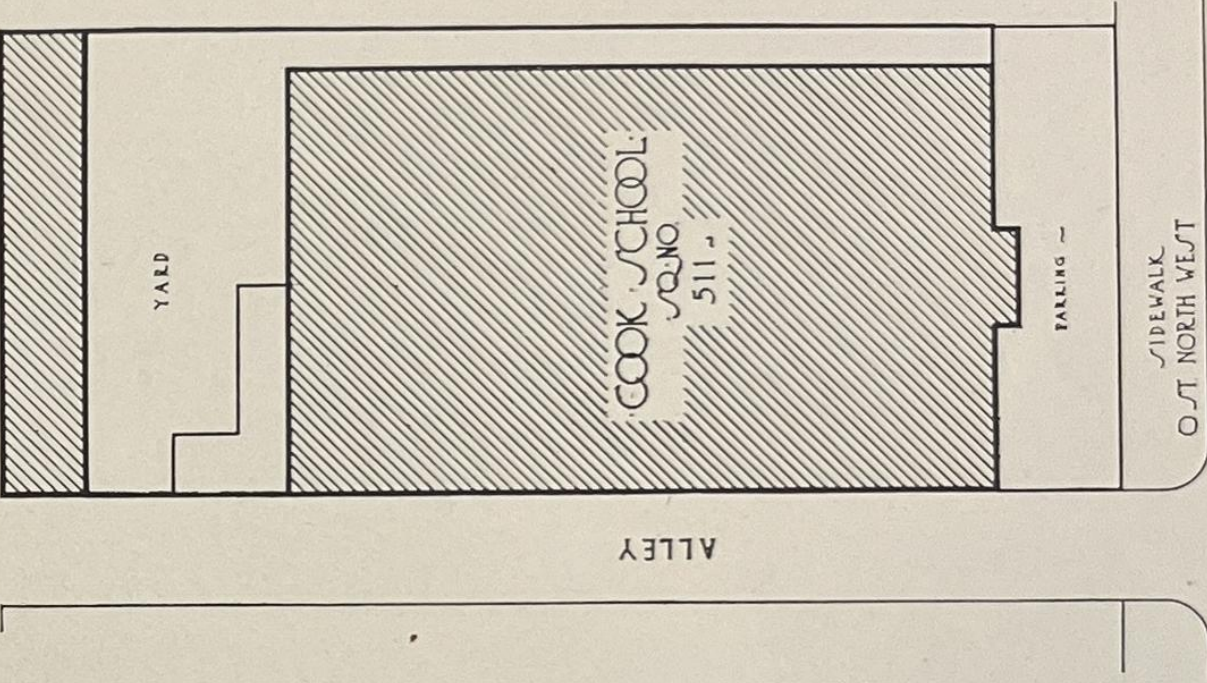
UNITED STATES RESERVATION ~



ABBOTT SCHOOL, WASHINGTON, D. C.



BERRET SCHOOL, WASHINGTON, D. C.



J. F. COOK SCHOOL, WASHINGTON, D. C.

ommended that this building be ultimately abandoned and the lot, being of considerable value, either disposed of or utilized, possibly, as a site for a manual-training-school center. It is recommended, however, that this step be one of the last taken among those recommended by the Commission, as the building is in such condition as to give effective service for a term of possibly five years.

NEW SCHOOLS TO REPLACE THOMSON, WEBSTER, ABBOTT, AND FRANKLIN.

In considering this group of 3 schools—the Thomson, Webster and Abbott—the Commission recommends that the Franklin School building be gradually abandoned as a school and turned over to the board of education, or department of schools, as an administrative building, and that provision be made for supplying the school population now accommodated in these 4 schools in 2 locations which should be selected and where 2 large grammar schools should be built sufficient to accommodate the pupils of all 4 schools. One of these should be built at once in the shape of a 16-room building and the other about a year later. Normal work should be taken care of in a new normal school building elsewhere recommended in this report.

BERRET SCHOOL.

The Berret School is an old-style inadequate building erected in 1888 at Fourteenth and Q streets NW. This building is poorly located on a valuable property on a business street and has 2 extremely small spaces for playground purposes. The halls are poorly lighted. The lighting of all the rooms is poor and of some of the rooms extremely bad. The building should be abandoned as a school building and the property sold.

J. F. COOK SCHOOL.

This is an old building erected in 1868 on O street between Fourth and Fifth streets NW., and has no play rooms, hardly any play yard and has a very unsatisfactory arrangement of the basement. The lot is not large enough on the sides and would be in the rear only if additional property be acquired and old buildings abutting removed. This building should be destroyed and a modern building erected either on the same site enlarged, or at a different adjacent location on a considerably larger lot.

HIGH STREET SCHOOL.

This building is a miserable, old, dilapidated frame building erected at Thirty-second and S streets in 1853. It is now used for manual training purposes. Its location is fair, except that the lot is small—entirely suitable, however, as a location for a manual train-

ing school center. It is on a triangular corner. The building should be destroyed and the location used for the erection of a small manual training school center and playground.

HILLSDALE SCHOOL.

This is an old frame building erected in 1871 on Nichols avenue, Anacostia. It is poorly located on the lot which it occupies, being lower than the road which it faces. It is ill-fitted for school purposes, leaks badly, and is not in good repair, and is not provided with modern plumbing. Very little of the maintenance fund has been expended on it since the erection of the Birney School, about 3 squares away, some years ago. It should be abandoned and the property disposed of.

LINCOLN SCHOOL.

The Lincoln School, erected in 1871 at Second and C streets SE., is an old building—a colored school—some distance from the pupils attending. The lot is too small, especially on the sides, restricting light. The light is poor, particularly in the mansard. The boys' play room has been given up for instruction purposes. This building should be abandoned and a colored school established to replace it nearer the center of the colored population.

BUNKER HILL SCHOOL.

This building is located too far from colored settlements and should be farther south. It should be rebuilt at a different location and the property disposed of. Several years ago an appropriation was made for building a 4-room school on the present lot, which is too small for that purpose. There is not sufficient appropriation to build a 4-room school and purchase additional ground. It is believed that a 2-room school will be sufficient in this locality, and the present appropriation, with proper legal authority given by Congress, could purchase an additional lot and build a 2-room school at a point half or 1 mile farther south. This is recommended.

FORCE AND ADAMS SCHOOLS.

The Force School, on Massachusetts avenue between Seventeenth and Eighteenth streets NW., was erected in 1880, and the Adams School on R street, between Seventeenth and Eighteenth streets, was erected in 1888. These 2 buildings are both old, but are excellent buildings and in good repair. They are, however, both badly located, as to light, on narrow lots, the Force School having recently had a high modern building built close to its western wall and is liable to have the same in the near future on its eastern wall.



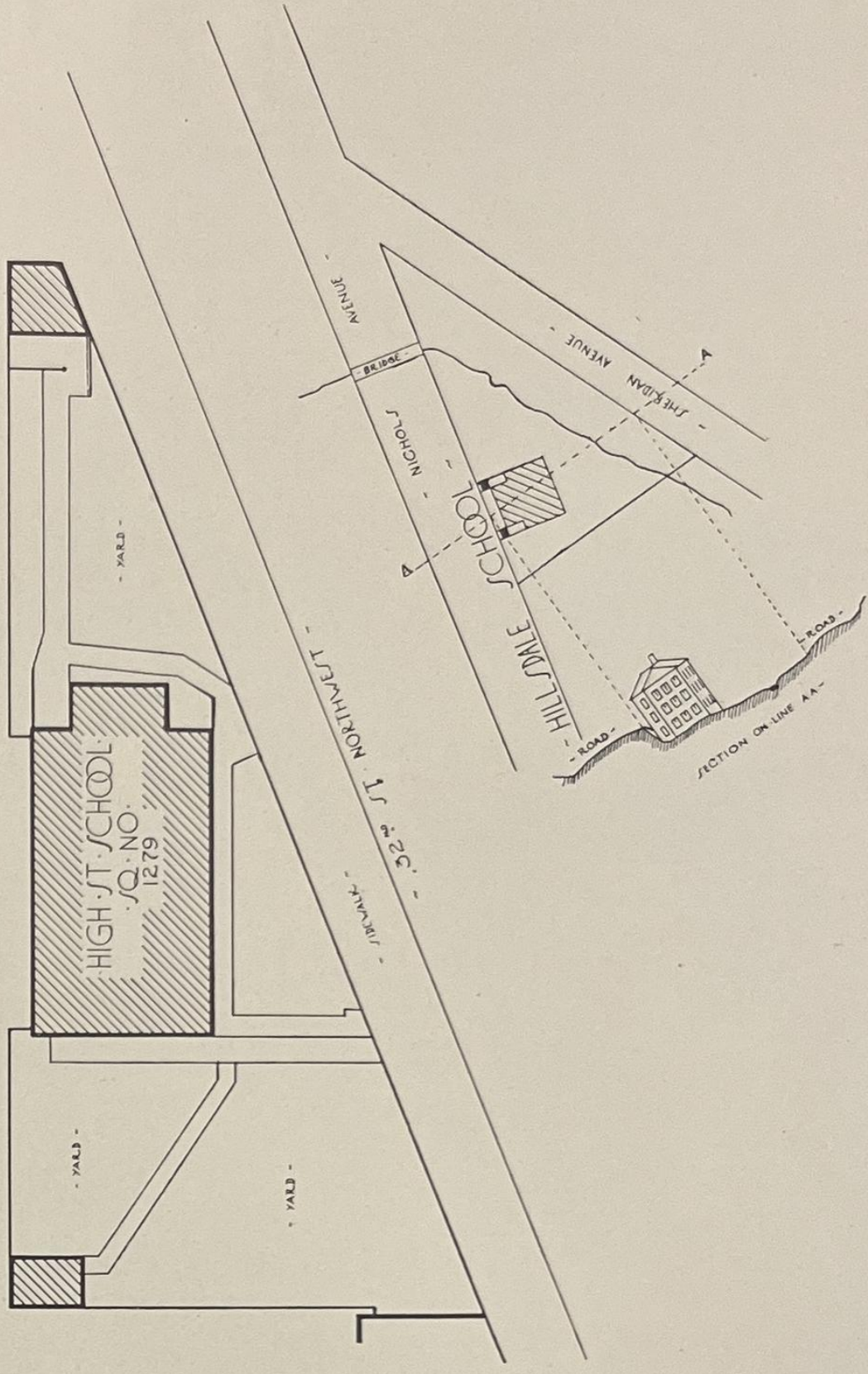
HIGH STREET SCHOOL, WASHINGTON, D. C.



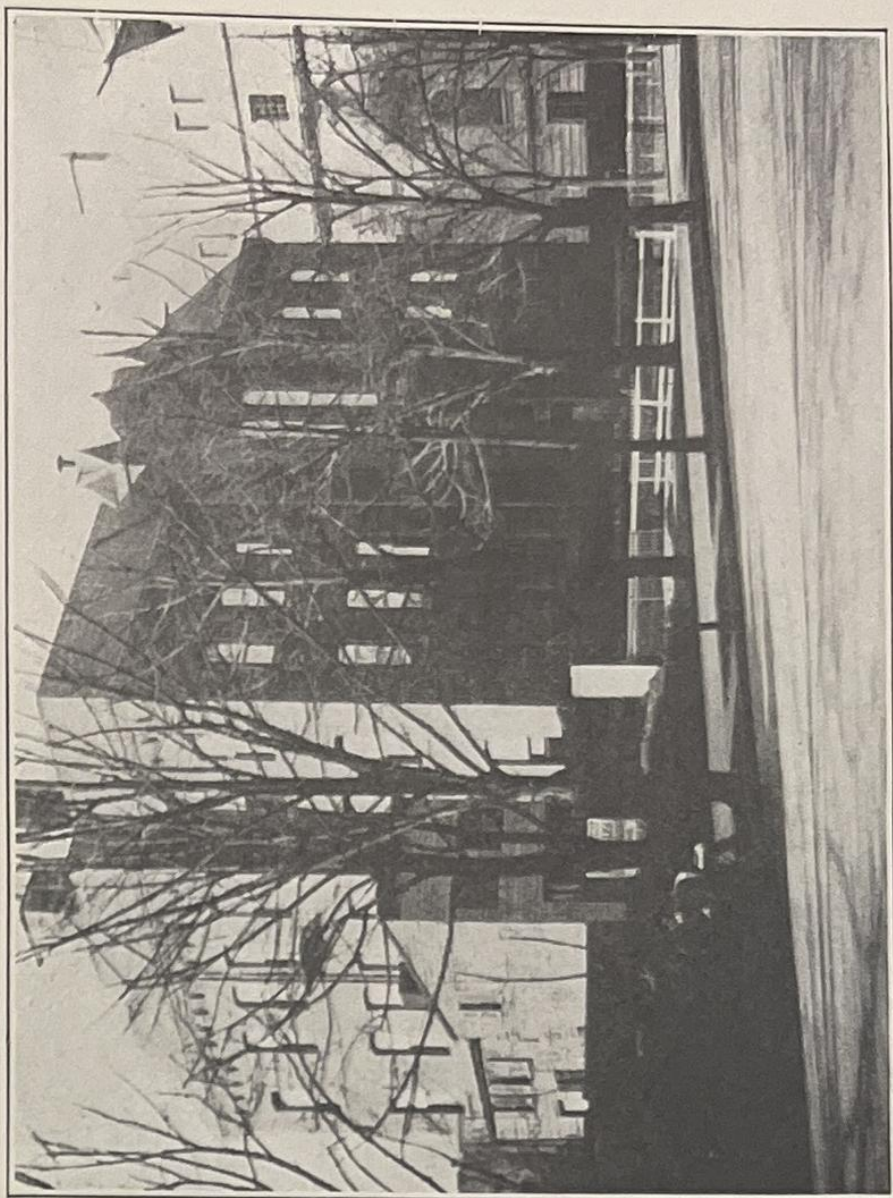
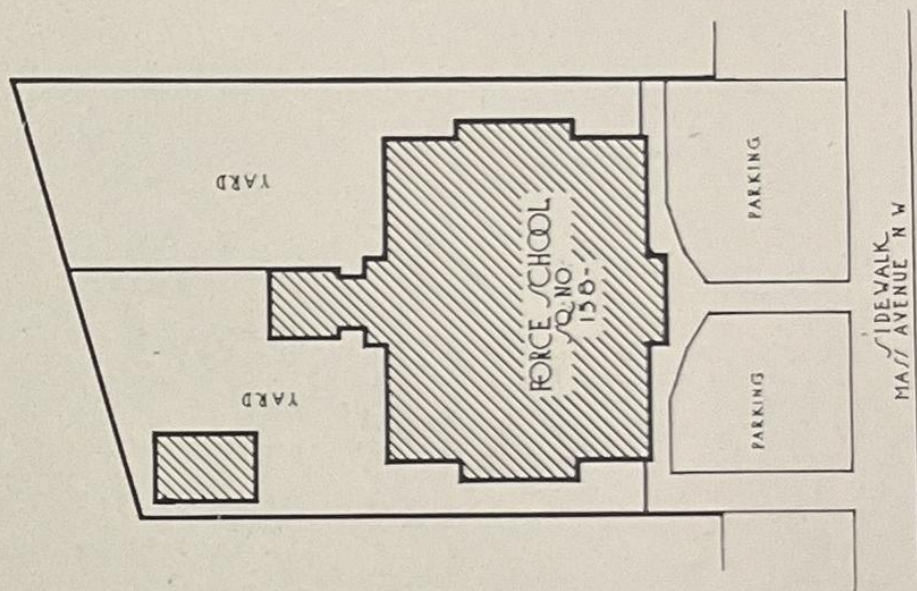
HILLSDALE SCHOOL, WASHINGTON, D. C.

- 33rd ST. NORTHWEST -

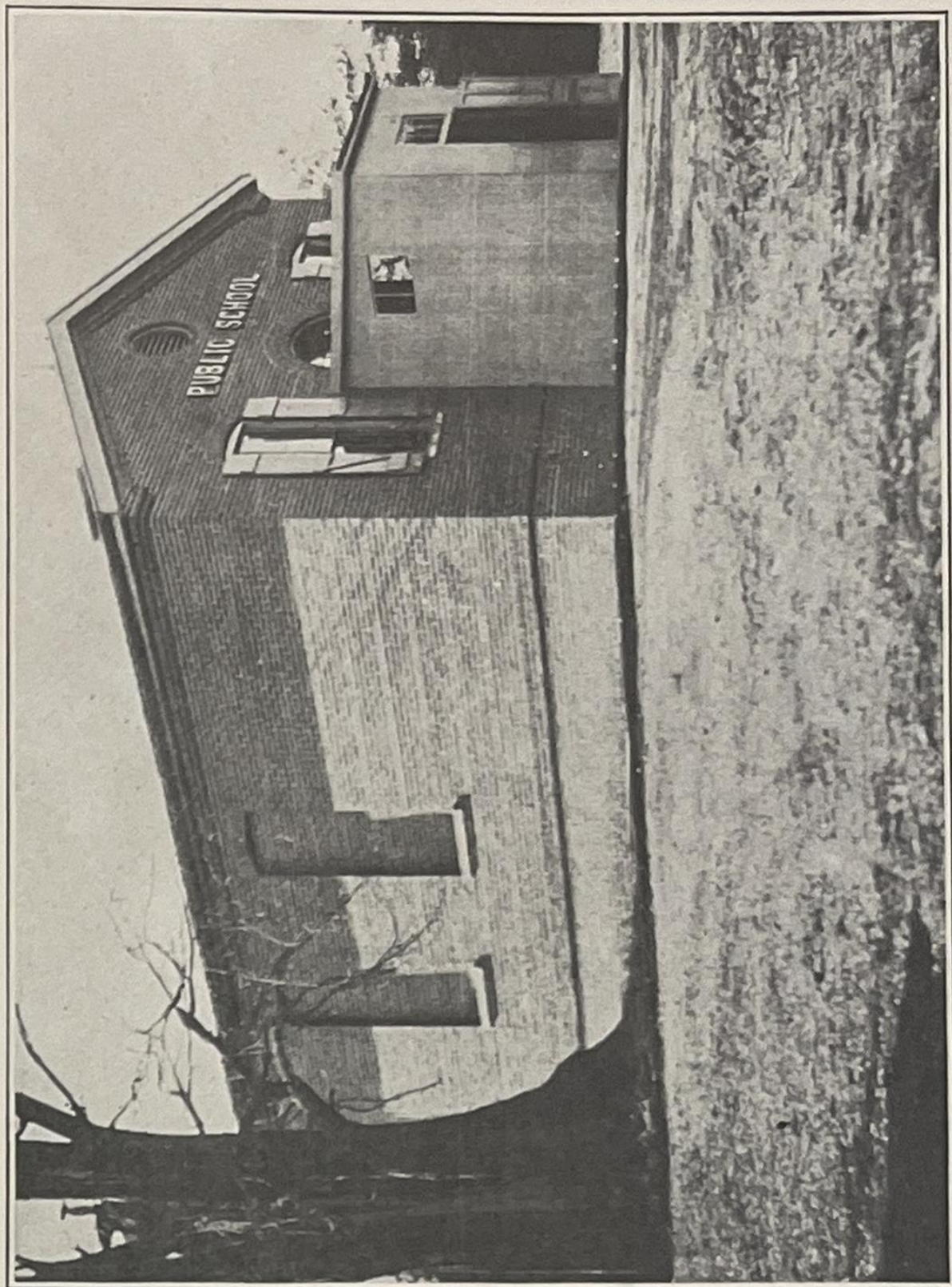
- SIDEWALK -



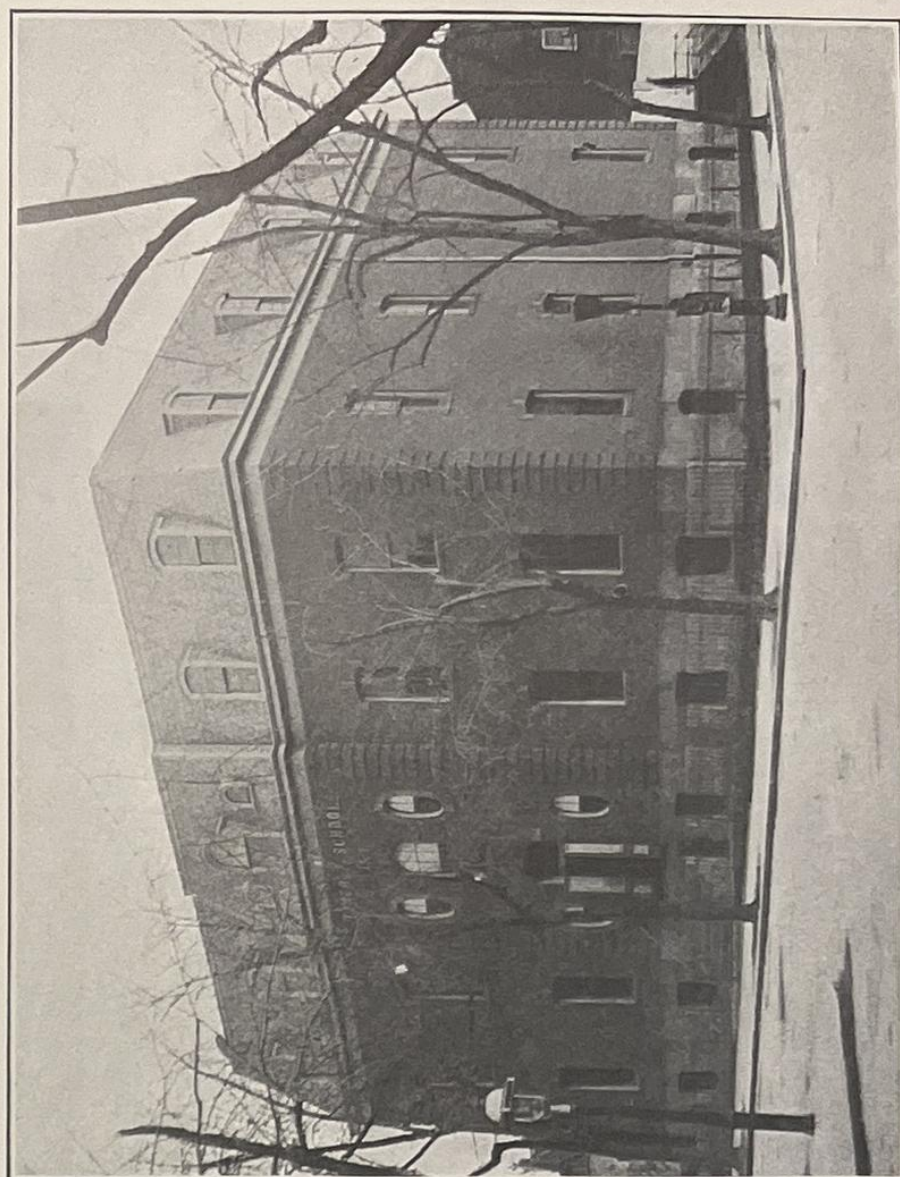
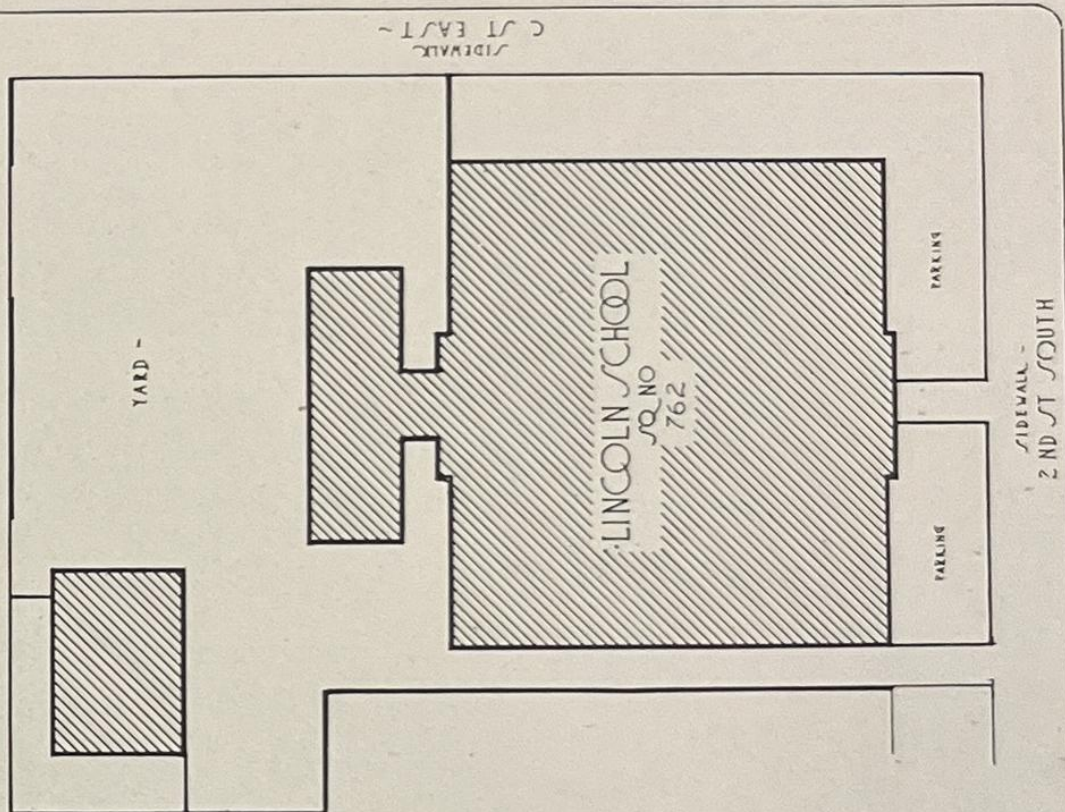
HIGH STREET SCHOOL AND HILLSDALE SCHOOL, WASHINGTON, D. C.
(Lot plans.)



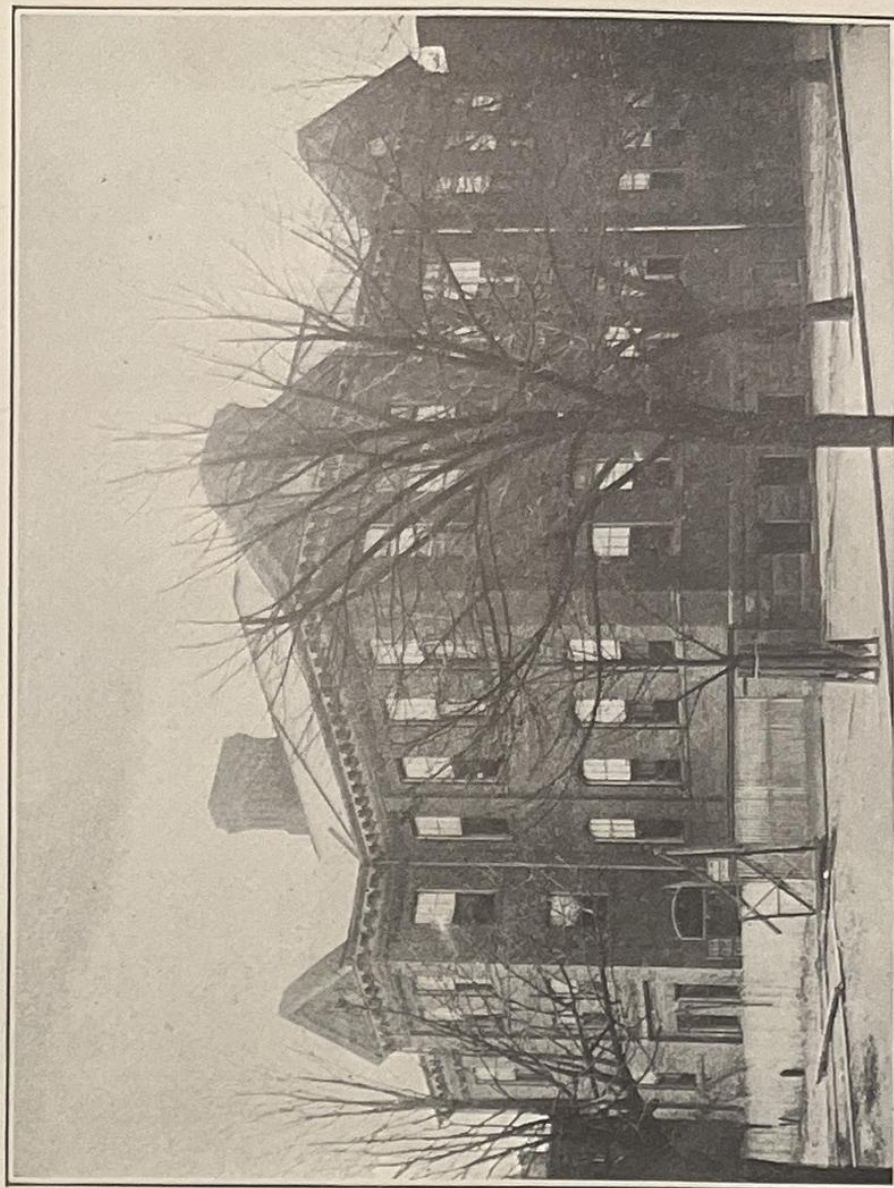
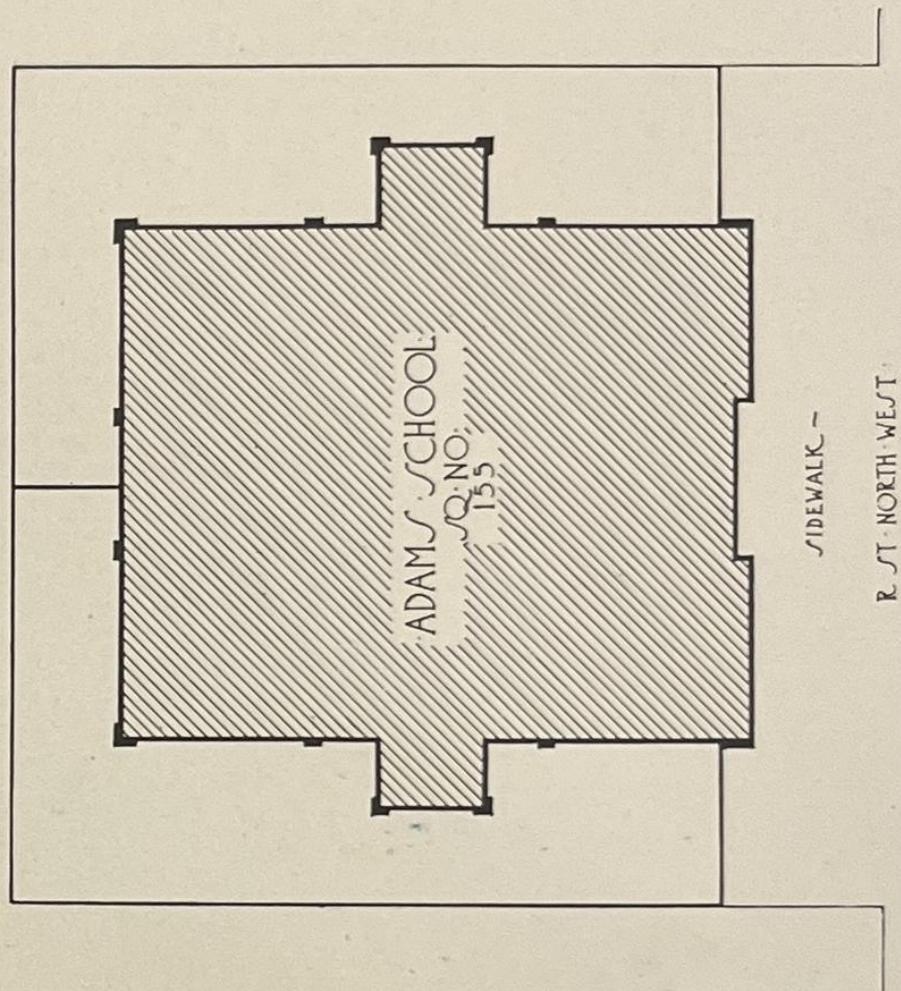
FORCE SCHOOL, WASHINGTON, D. C.



BUNKER HILL SCHOOL, WASHINGTON, D. C.

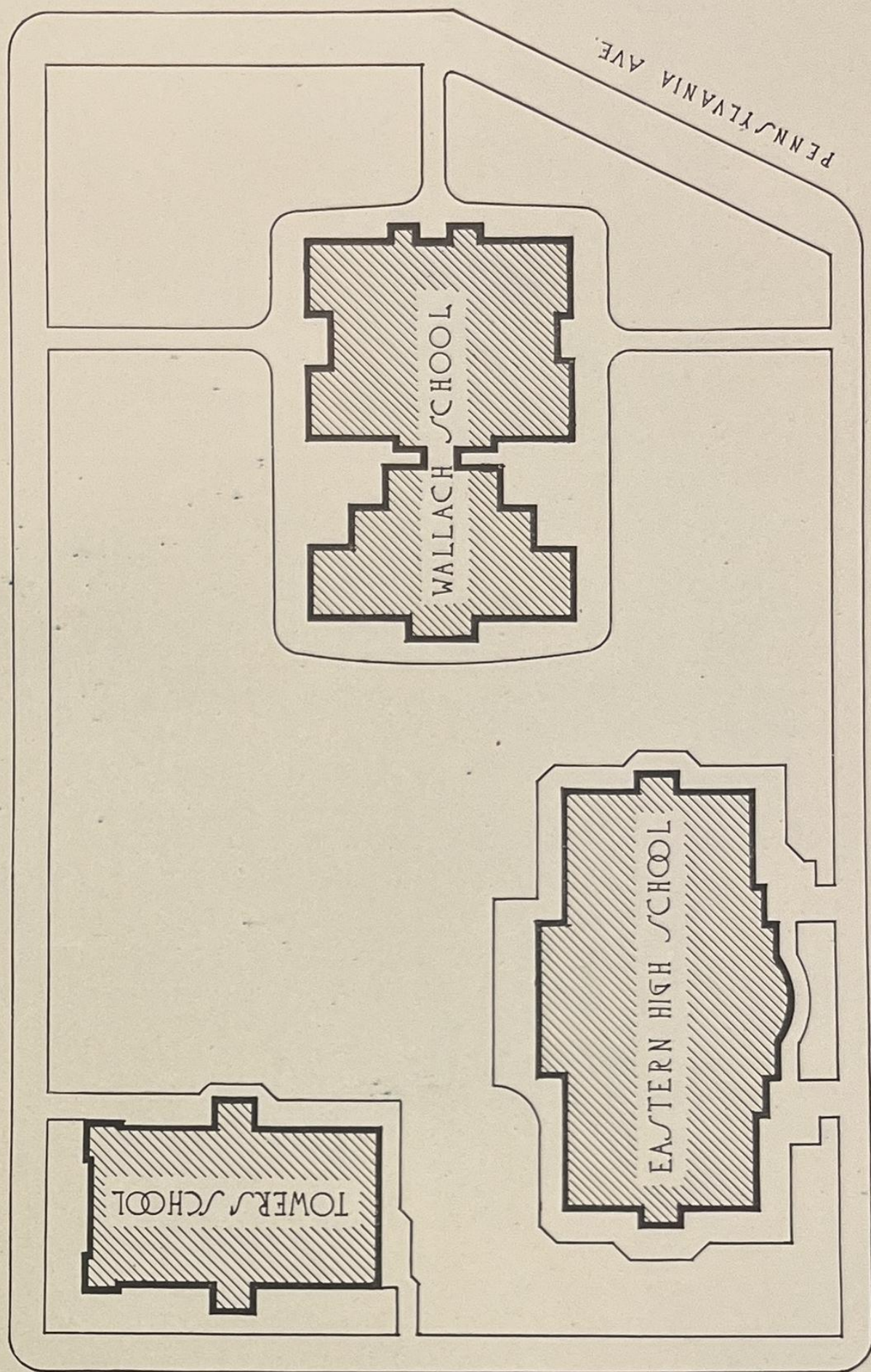


LINCOLN SCHOOL, WASHINGTON, D. C.



ADAMS SCHOOL, WASHINGTON, D. C.

8TH ST. EAST

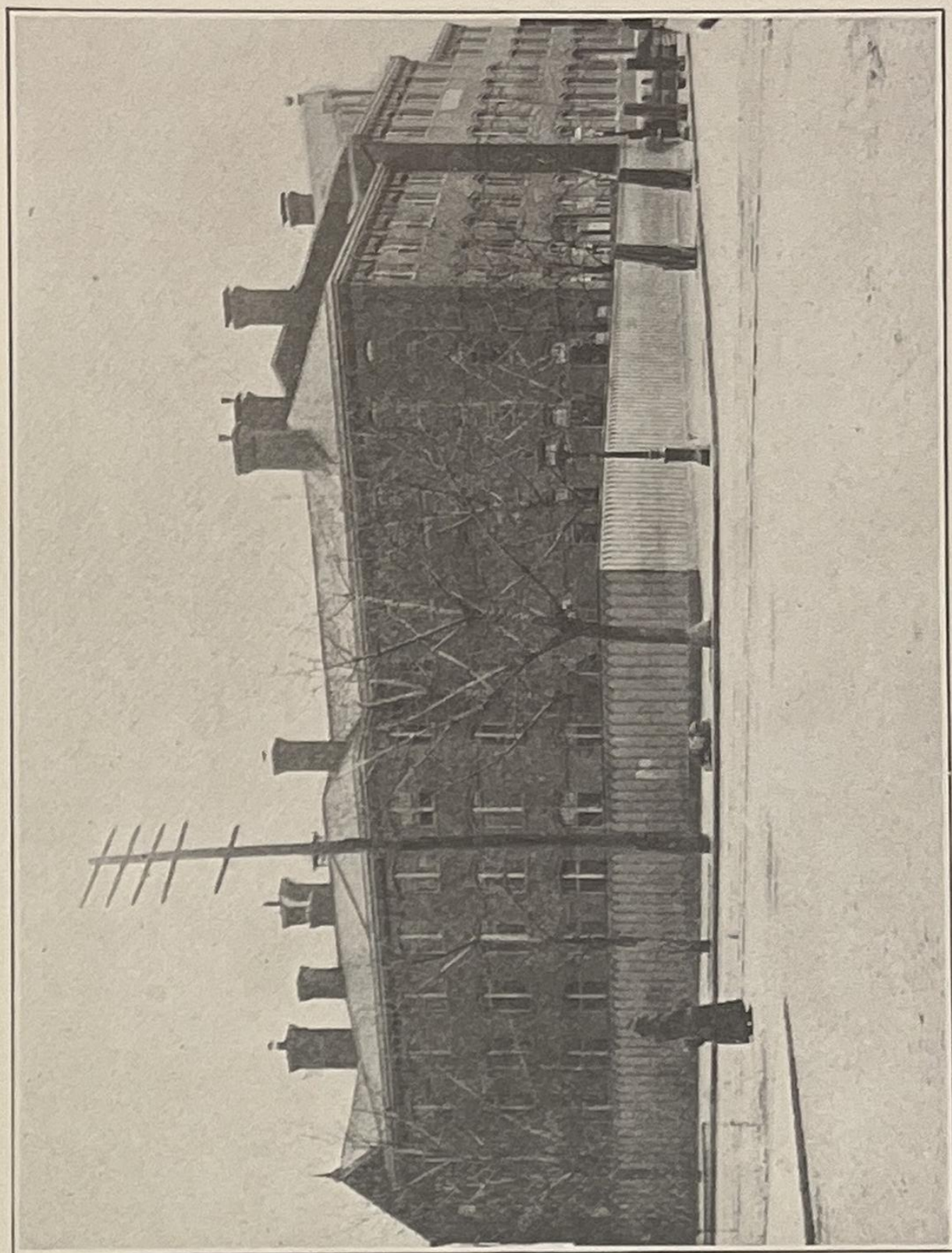


C ST. SOUTH

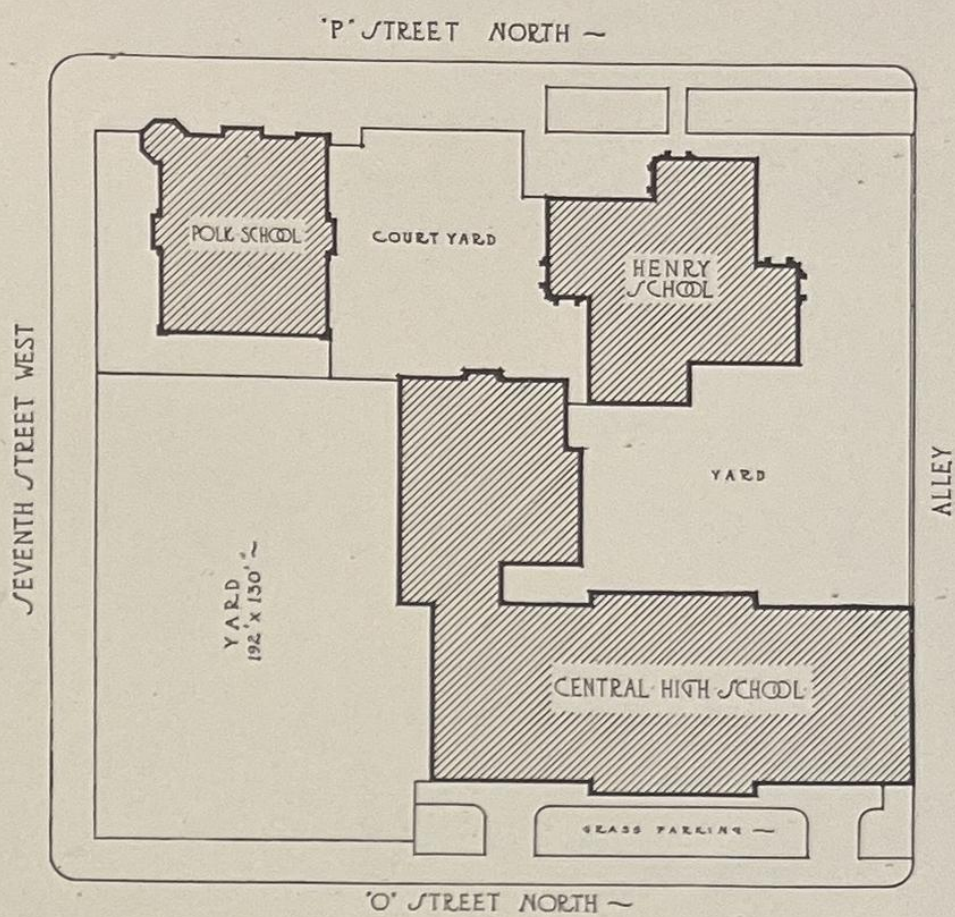
7TH ST. EAST

GROUP OF SCHOOLS WITH EASTERN HIGH SCHOOL, WASHINGTON, D. C.

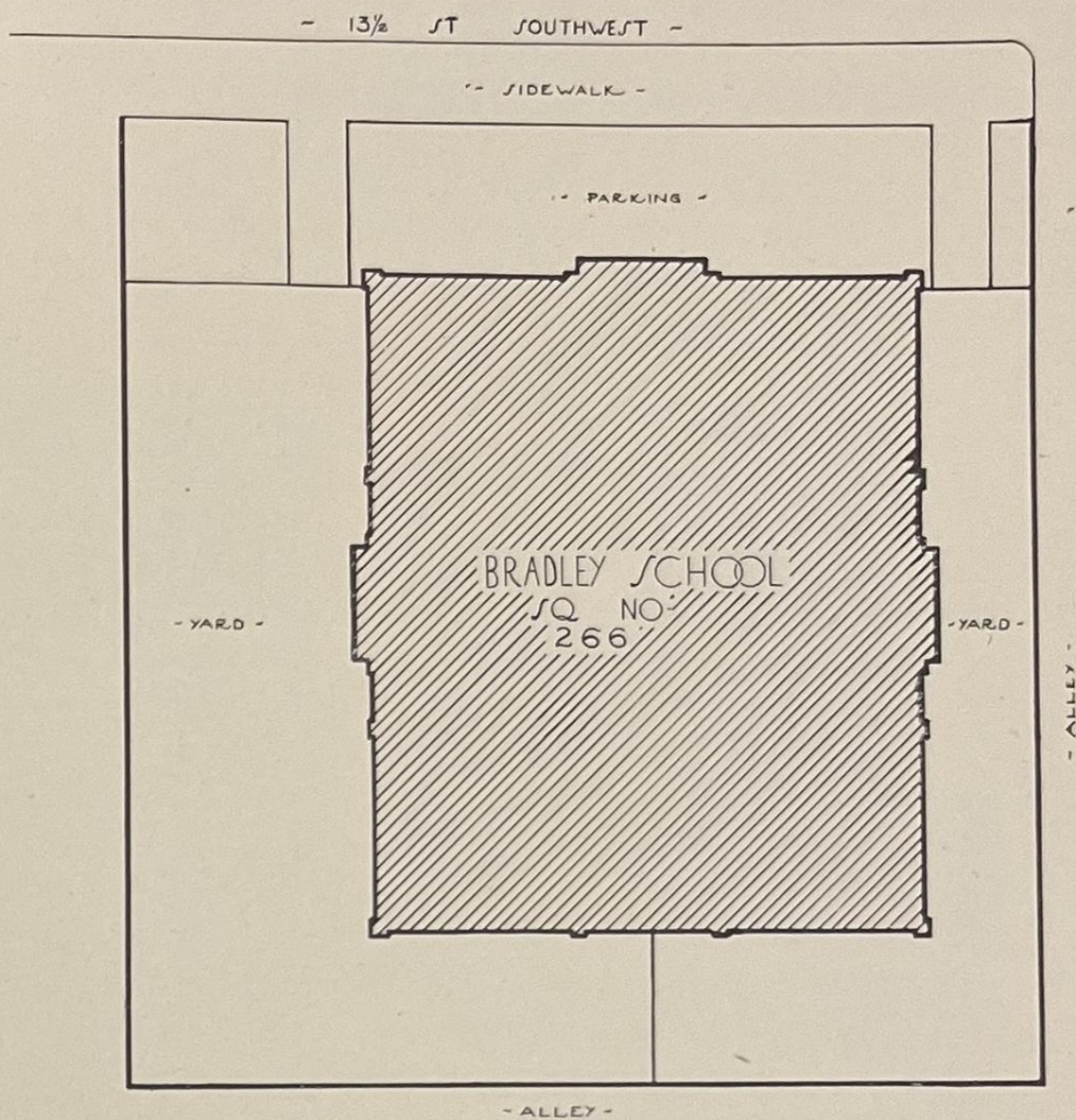
(Lot plan.)



CENTRAL HIGH SCHOOL, WASHINGTON, D. C.



GROUP OF SCHOOLS WITH CENTRAL HIGH SCHOOL, WASHINGTON, D. C.
(Lot plan.)



BRADLEY SCHOOL, WASHINGTON, D. C.
(Lot plans.)

The Adams is very poorly lighted for the same reason, especially in the lower story. Both buildings, particularly the Force, are located in a section where property is very valuable and, it is believed, should be elsewhere consolidated into one larger modern building and a portion of the cost defrayed by the sale of the 2 properties. It is believed to be inadvisable to attempt to acquire property to improve the lot and playground space of these schools.

EASTERN HIGH SCHOOL.

This is one of a group of 3 school buildings on practically the same lot (as shown in plate), but is better adapted for grammar school instruction than for high school purposes. It is recommended that the 3 buildings be combined and used as a large grammar school, and that a new Eastern High School be constructed on a site a little nearer the eastern edge of the city.

CENTRAL HIGH SCHOOL.

This building, located on O street between Sixth and Seventh streets NW., was built in 1883. It has a fine location on a good lot, being 1 of a group of 3 schools, practically all on a single lot, the other 2 being the Polk and Henry. The building is a fine old and substantial building, but the plumbing and heating plants are antiquated and can not be replaced without a large special appropriation for such a purpose. The building is very ill-adapted to high school purposes, and is far from satisfactory as to light. It is believed by the Commission that a modern high school should be constructed to take the place of this school a little nearer the edge of the city, preferably at some location in or near Columbia Heights, convenient to both systems of car lines. This school building could then be overhauled, and when combined with the Polk and Henry schools, converted into a group of graded schools, or should it be deemed advisable at that date, a portion of this property might be sold, as it possesses considerable value for business purposes.

BRADLEY SCHOOL.

The Bradley School building, which is located on Thirteen-and-a-half street between C and D streets SW., is poorly located on account of its nearness to the railroad and on account of its very small lot. The building is, however, in good repair and might be advantageously sold for conversion into apartments or similar property. If continued in service as a school additional property should be acquired, both to the north and to the south. The Commission recommends its ultimate abandonment as a school property and the construction of a modern building to serve this section.

GARFIELD SCHOOL.

This school is fairly located on a large lot of irregular shape. The building is old, with small windows, some rooms with objectionable light. It has no plumbing and is heated by stoves. A new and modern building should be constructed on this site.

JEFFERSON SCHOOL.

This is a good building on a fine lot at Sixth and D streets SW., but badly located, being too near the railroad tracks. A new building is recommended on the rear of the present lot at some time in the near future. After the construction of this building the old building should be abandoned and destroyed.

JOHNSON SCHOOL, SCHOOL STREET, MOUNT PLEASANT.

The frame building used for manual training, adjacent to the main school building, should be abandoned.

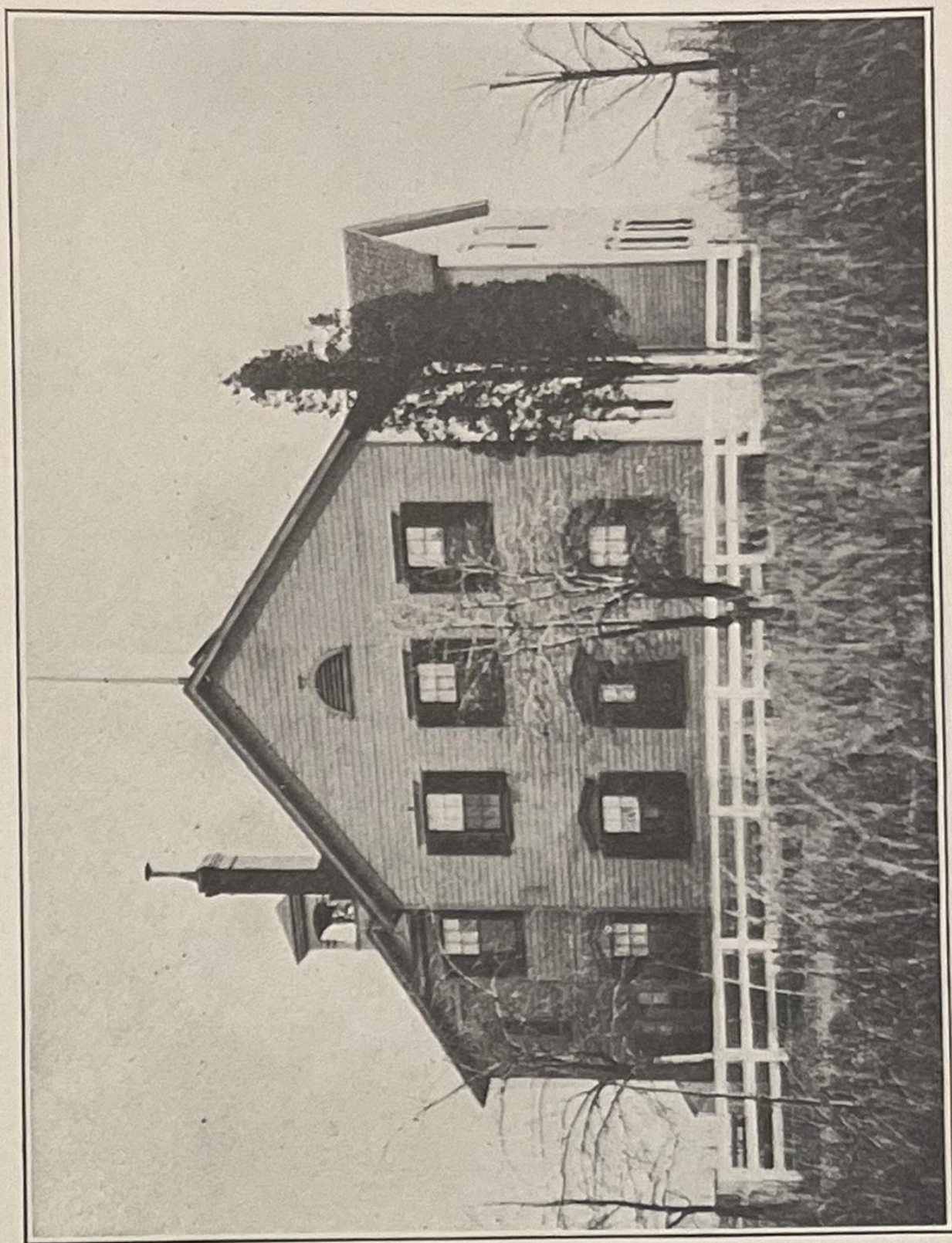
FRAME COUNTRY SCHOOLS.

In addition, there are a number of frame buildings, mainly country schools, which should gradually be abandoned and replaced by more modern and better buildings. Among these may be mentioned the school on Bates road, Burrville, Chain Bridge School, school on Grant road near Broad Branch, Ivy City School, school on Rock Creek Ford road, and the Tenley Annex School.

The Commission has prepared plats of most of these buildings, showing the size of the lot and the outline of the building thereon in all cases, many of which will show at a glance that the lot is entirely insufficient for the purpose. Photographic views show the character of many of the buildings, as well as can be shown in such a view.

PORTABLE SCHOOLHOUSES.

The portable schoolhouse is believed to be a necessity in a good school system, especially where there is rapid growth at the edge of the urban section. A type is submitted which has been used in various cities. It is a frame house with its own heating and ventilating system; is collapsible; costs about \$1,800 to build and can be taken down and reassembled for about \$200. These buildings are set up, one by one, in the school yards, where the attendance overflows the capacity of the building, until relief can be obtained by the permanent extension of the building or the erection of a new building, when the portable houses will be available for similar use in another section. This system is especially recommended for Washington, where, under the system of appropriation for new school buildings,



GARFIELD SCHOOL, WASHINGTON, D. C.

SCHOOL ST SOUTH

SIDEWALK

YARD

YARD

6 ST WEST

SIDEWALK

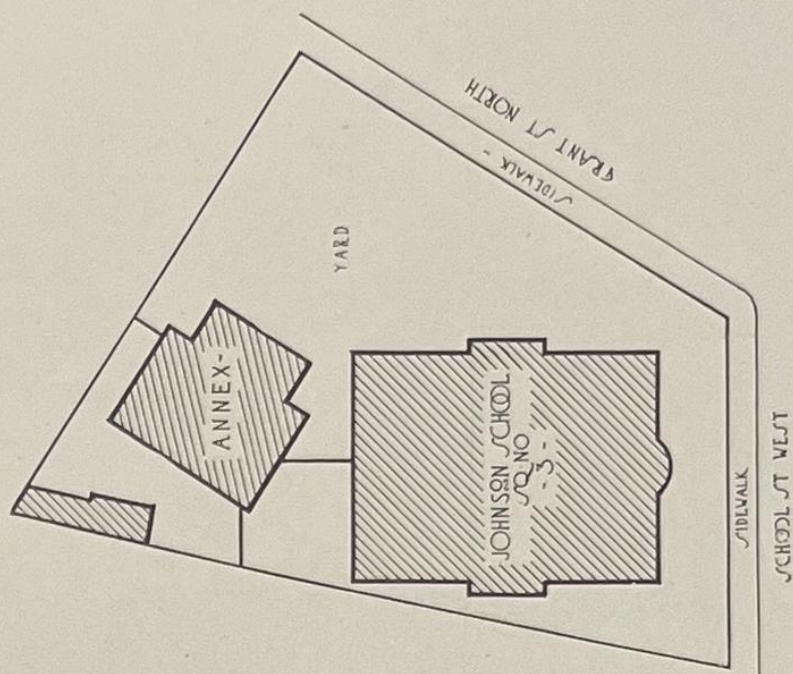
PARKING

JEFFERSON SCHOOL
SQ NO 494

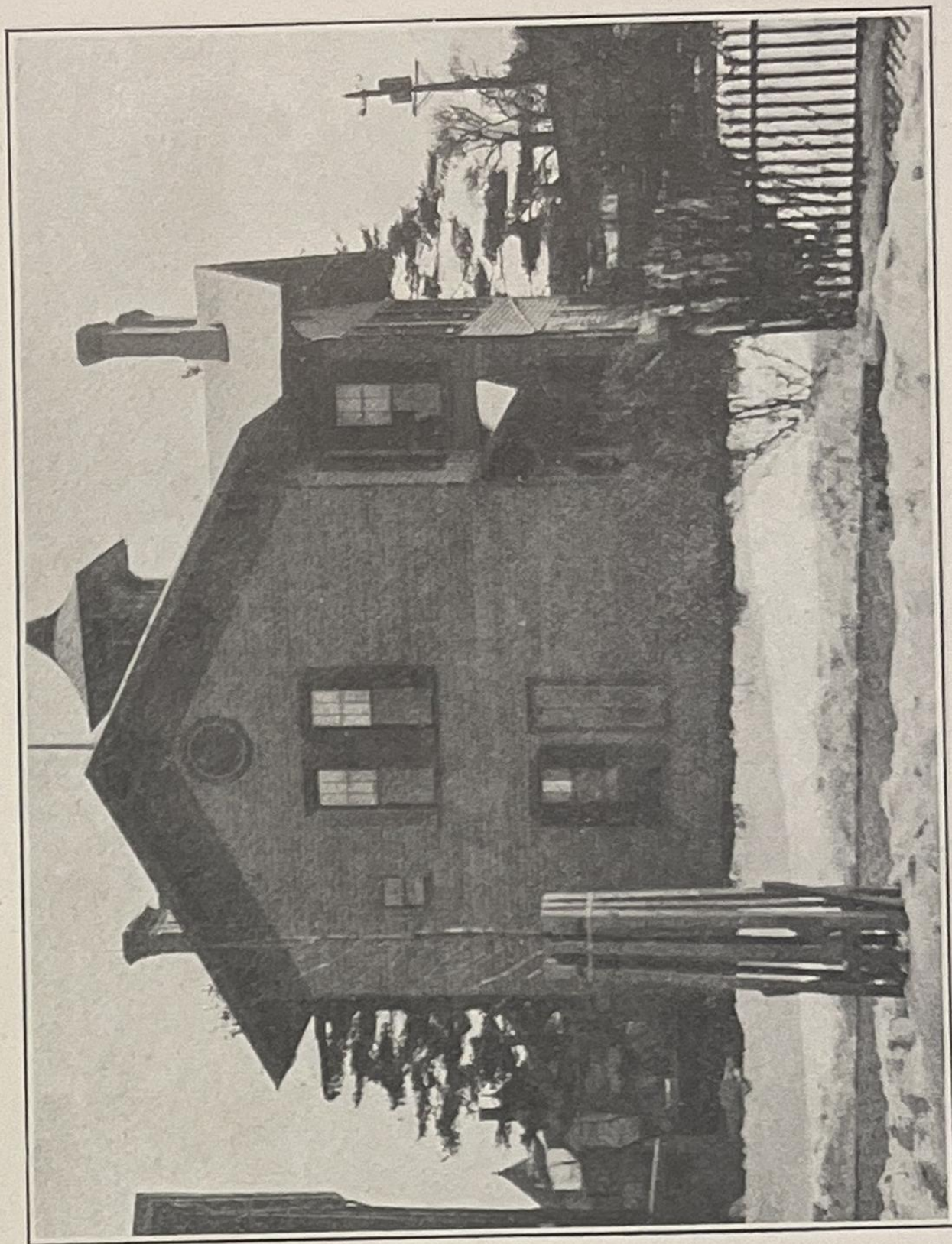
PARKING

VIRGINIA AVENUE

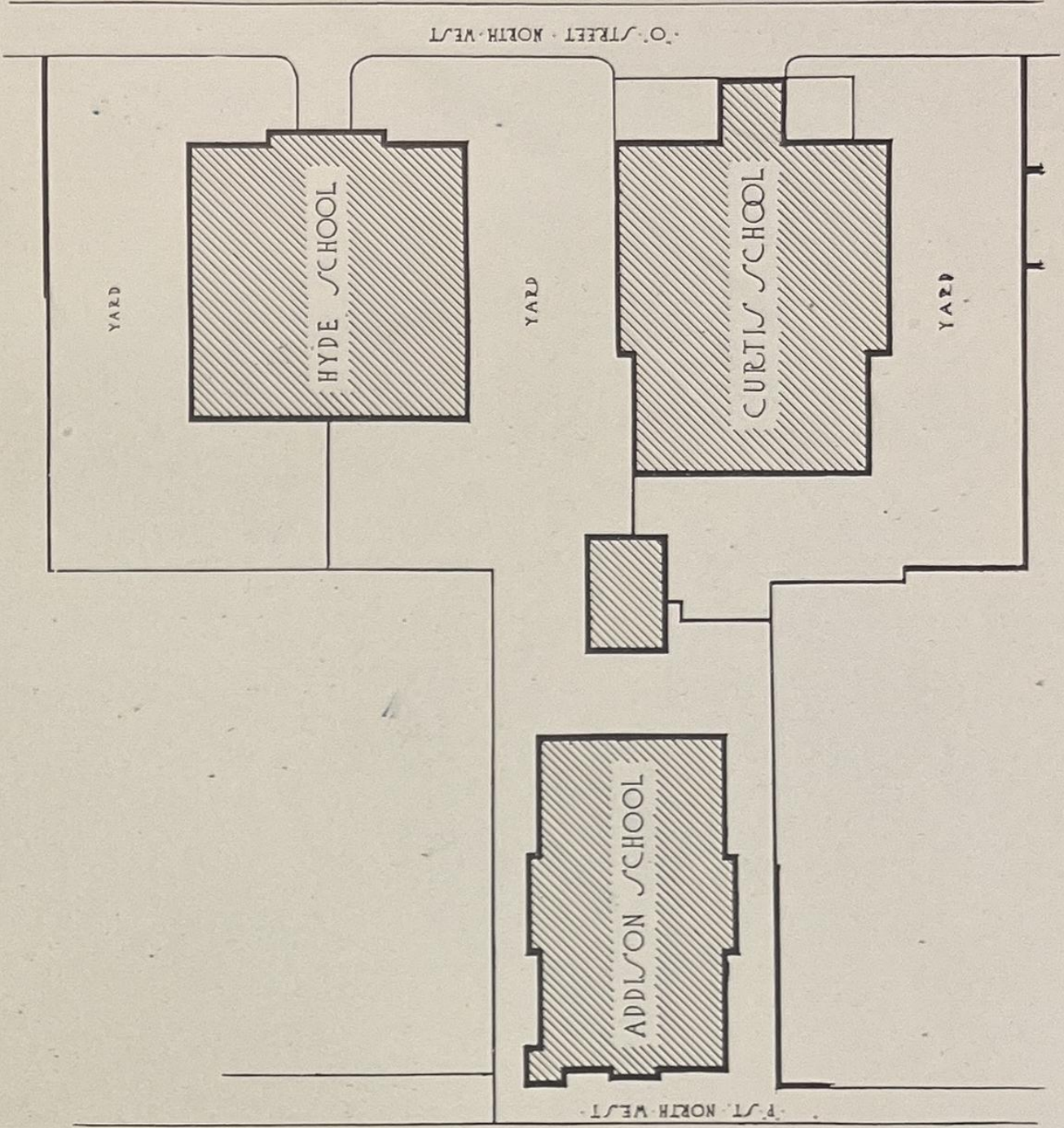
STEAM RAILROAD TRACKS



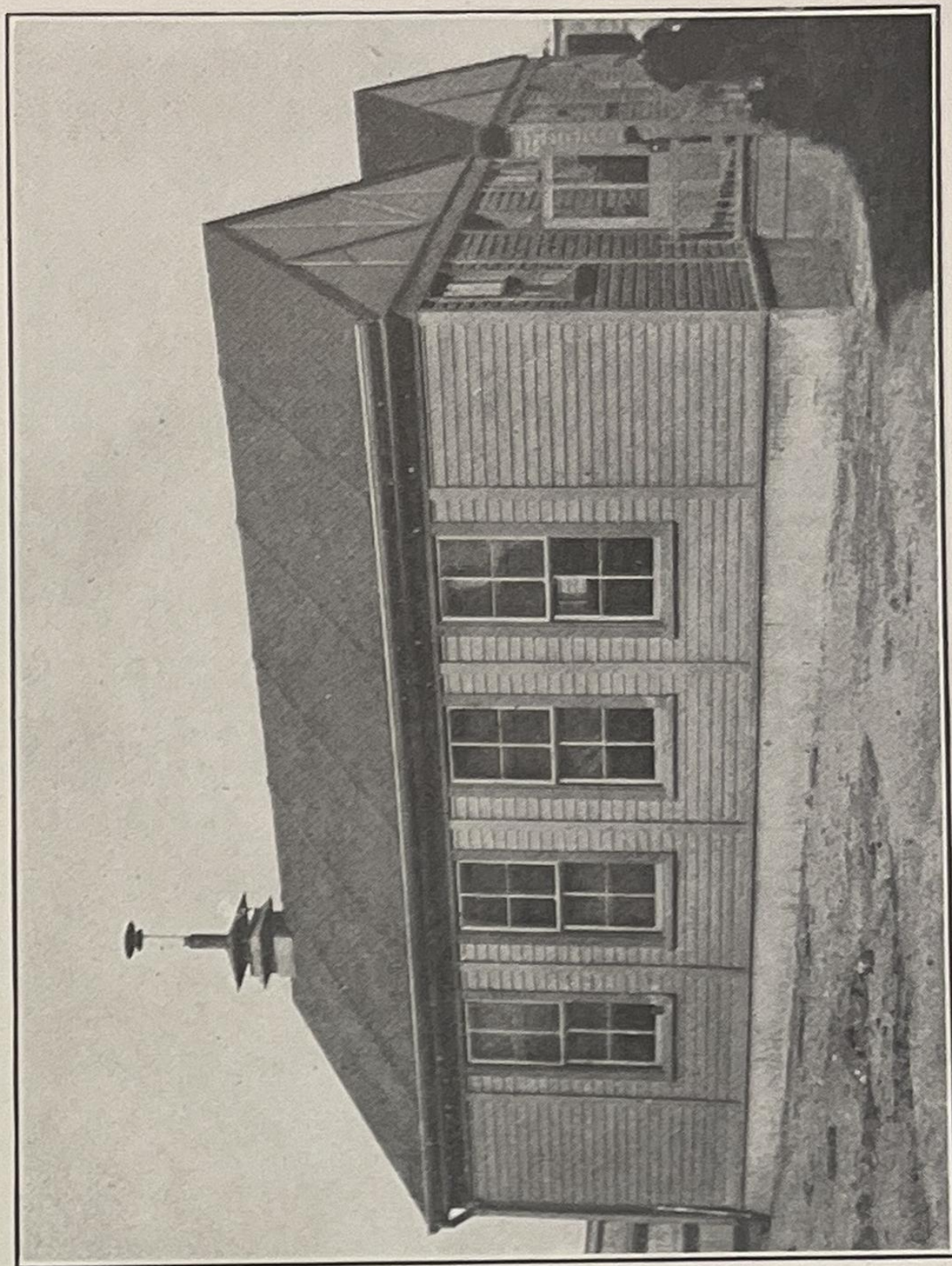
JEFFERSON SCHOOL AND JOHNSON SCHOOL, WASHINGTON, D. C.
(Lot plans.)



JOHNSON SCHOOL ANNEX, WASHINGTON, D. C.



GROUP PLAN, ADDISON, CURTIS, AND HYDE SCHOOLS, GEORGETOWN, D. C.



PORTABLE SCHOOLHOUSE, BALTIMORE, MD.

the use of the schoolhouses must be foreseen by the authorities for at least twenty-four months. The Commission recommends an authorization of at least a dozen such buildings, the number to be increased and be kept up by about 12 in each succeeding year, for two or three years.

FIREPROOFING.

The fireproofing of school buildings is not believed to be so necessary in Washington as in other cities, as the fire risk is not here so great. If the building has, however, more than 2 floors the risk of fire should not be taken, but the building should be fireproof. In a 2-story building panic from fire is more to be feared than the actual fire risk, and it is believed that the proper arrangement of stairways will eliminate this risk. There are, however, other advantages in the fireproof construction which would recommend it in all cases. While more expensive at first cost, the expense of upkeep is greatly reduced. The new buildings in St. Louis are exceptionally fine in this respect, and it has been the experience there that not only is the cost of maintenance from ordinary wear and tear less, but the air of permanence, through the pride of the children in the handsome building, causes much less of the malicious defacement than is the case in the cheaper style of construction. This municipality, therefore, goes to the extreme of fireproofing up to the level of the eaves, even for the 2-story building, and, as the illustrations produced elsewhere in this report will show, has achieved notable results.

ESTIMATES.

The Commission submits the following rough estimate of the cost of the constructions recommended in its report:

For site, and erection of a 60-room high school.....	\$525, 000
For site, and erection of a new Eastern High School, 40 rooms.....	320, 000
For addition to the Western High School.....	150, 000
For white normal school	250, 000
For site, and construction of colored normal school.....	240, 000
For new school buildings—sites and erection.....	800, 000
For 12 manual training centers, purchase of sites for such as can not be accommodated on old sites	45, 000
Erection of 12 manual training centers.....	480, 000
For addition to Business High School.....	80, 000
For addition to McKinley High School.....	100, 000
For purchase of additional land at various places (of which \$200,000 should be appropriated annually for three years).....	600, 000
For 36 portable school houses at \$1,800 each.....	65, 000
Total.....	3, 635, 000

It is not contemplated that all of this work should be done at once, but, as stated previously, it should all be done within not more than five years.

WASHINGTON SCHOOLS.

A brief description of a few of the Washington schools is here given.

B. B. FRENCH SCHOOL.

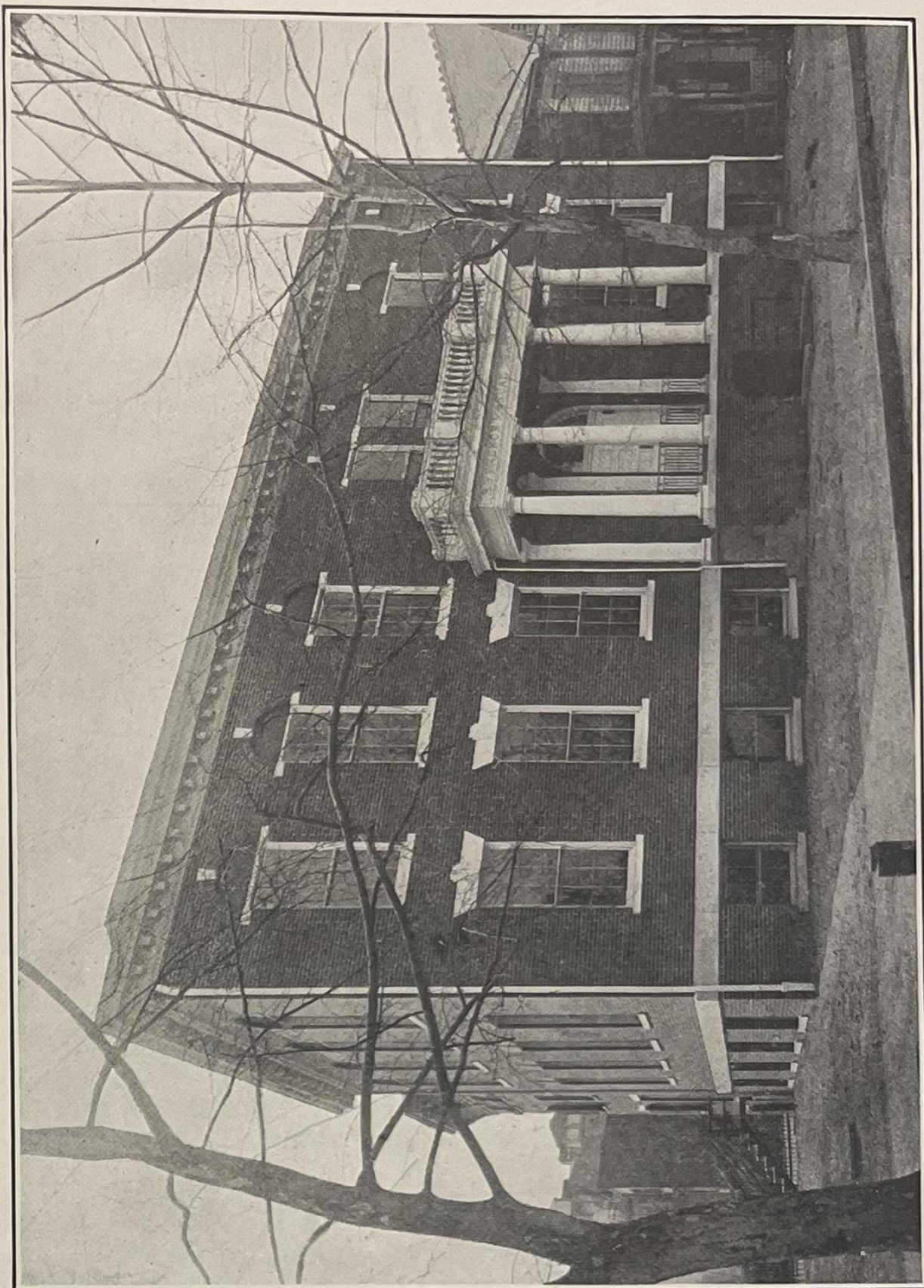
The B. B. French Manual Training School, constructed in 1898, shows about the installation that is required for a manual training center such as recommended by the Commission. It also illustrates the skillful adaptation to this end of a very restricted site. The lot is L shaped, on a corner, and practically the entire space is occupied by the building. In the basement a large storeroom is provided, and opposite the hall, the fuel, storage, engine, fan, fresh air and heater apparatus are installed.

First floor. On one side of the corridor a carpenter shop is provided and on the opposite side a demonstrating room, with a lumber room, behind which derives most of its light secondarily through a glass partition, but partly through a small light shaft at the interior angle of the L. Behind the lumber room is a paint room, opening into a small yard. This floor is provided with a small toilet room and a cloakroom.

Second floor. This floor is given up to domestic science and has 2 large rooms, the corner room being devoted to instruction in sewing, and is provided with a separate cloakroom. On the opposite side of the corridor is a long cooking room, lighted from both ends, and also from the middle of one side through a small light shaft. This room has its separate cloakroom. One toilet room is provided between the 2 rooms. This building was comparatively inexpensive, the total cost being about \$19,000 at the rate of 15.4 cents per cubic foot, the first floor being fireproof.

BLOW AND CARDOZA SCHOOLS.

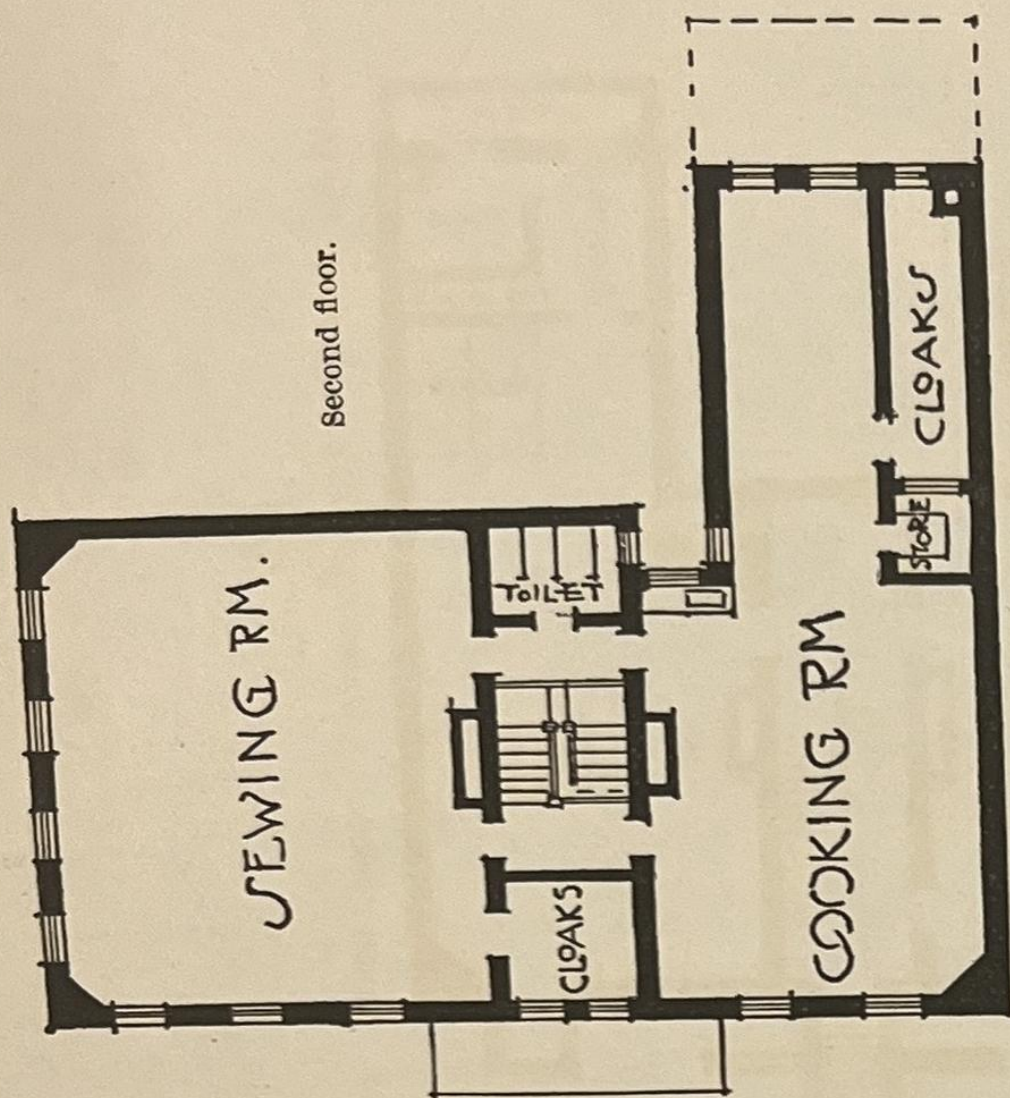
Plans are shown of the H. T. Blow School and the F. L. Cardoza School, each of which shows what is known as the 8-room cartwheel plan. In the basement are provided boys' toilet and play room, girls' toilet and play room, with all of the necessary heating and ventilating apparatus and storage for wood and fuel. On the first and second floor each in both schools are 4 class rooms, each with bilateral light, and each with a cloakroom opening into the class room, and also into the corridor, the rooms being symmetrically arranged about the center in such a way that the cloakroom of one class room is always under the view of the teacher at her desk in the opposite class room. On the first floor a space opposite the entrance is utilized to provide an office for the principal, and on the second floor this same space is utilized to provide a teachers' room, and the space over the entrance to provide a small library room, the 2 similar spaces at the sides of the buildings being given up to stairs. This cartwheel type is believed to



S. ASHFORD, ARCHITECT.

WASHINGTON, D. C.

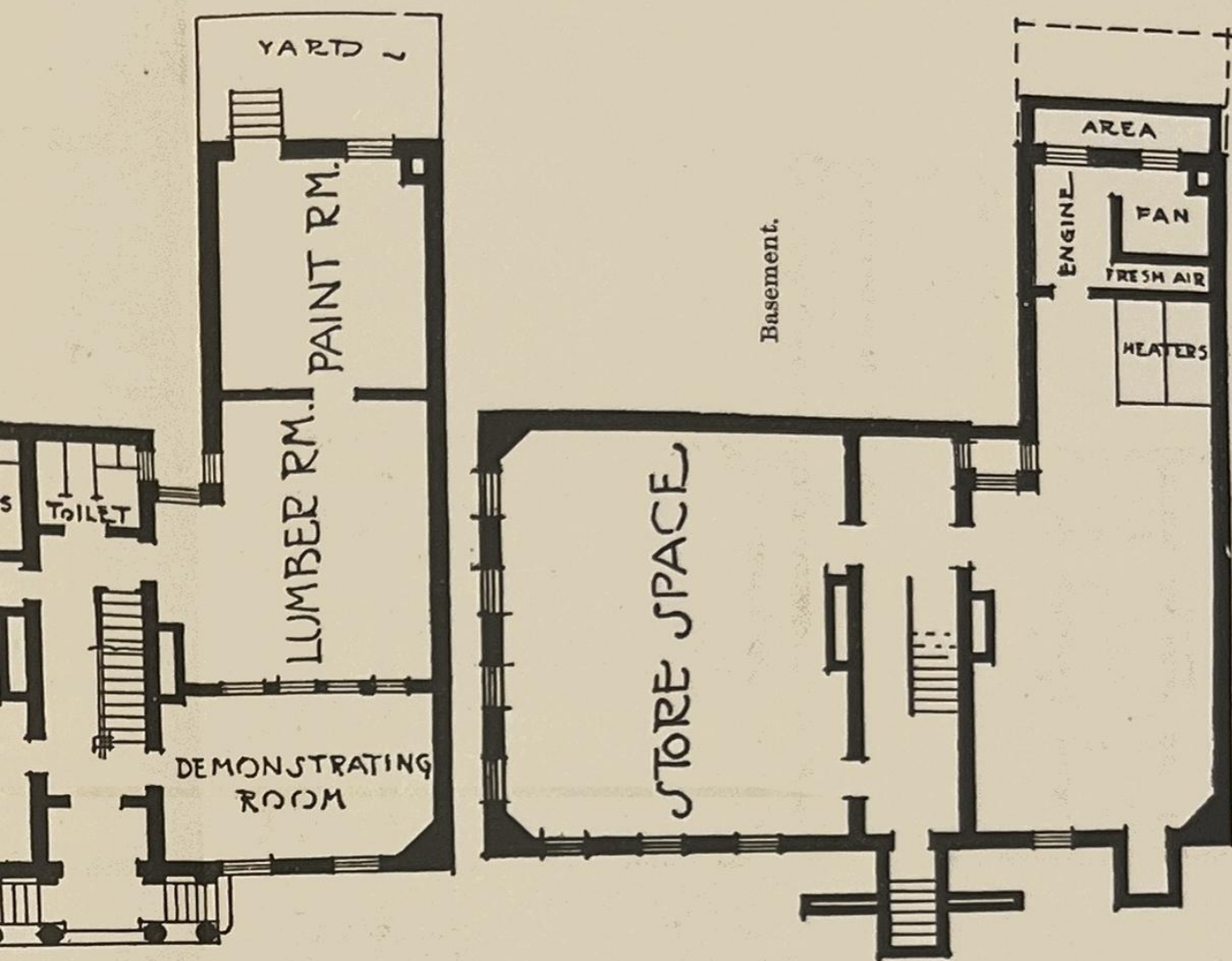
B. B. FRENCH MANUAL TRAINING SCHOOL.



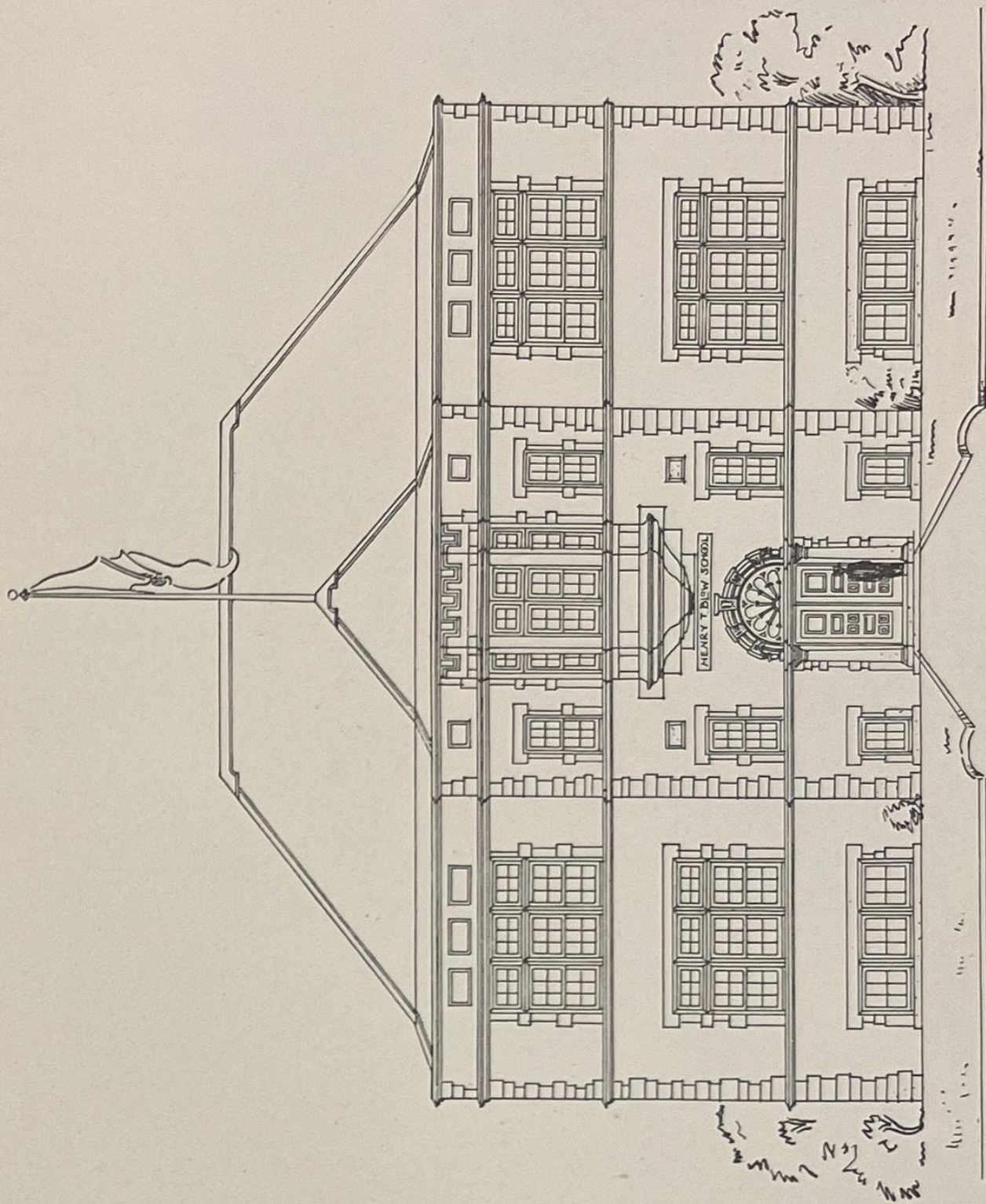
Second floor.



First floor.



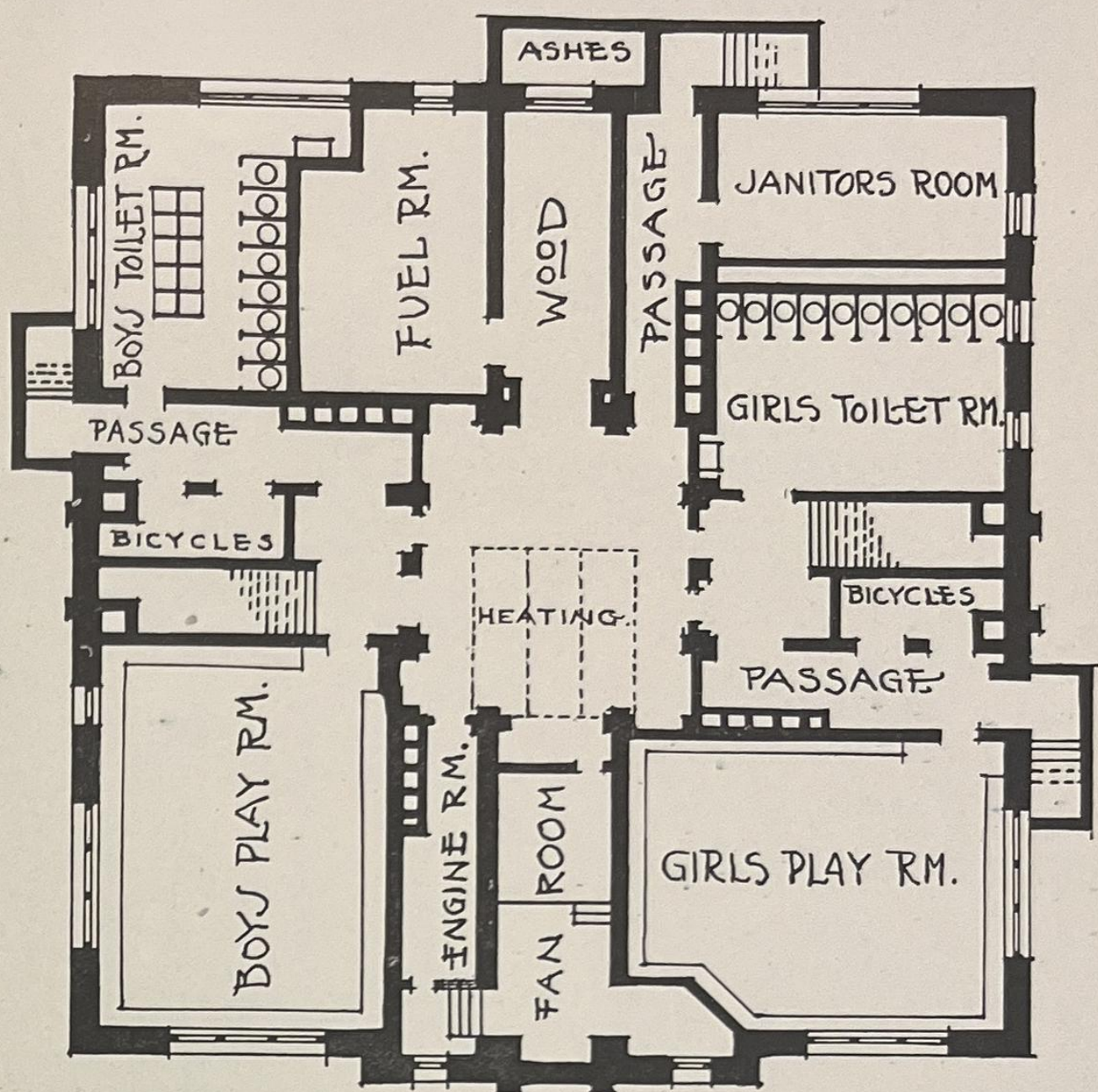
B. B. FRENCH SCHOOL. WASHINGTON, D. C. S. ASHFORD, ARCHITECT.
(Floor plans.)



H. T. BLOW SCHOOL.

WASHINGTON, D. C.

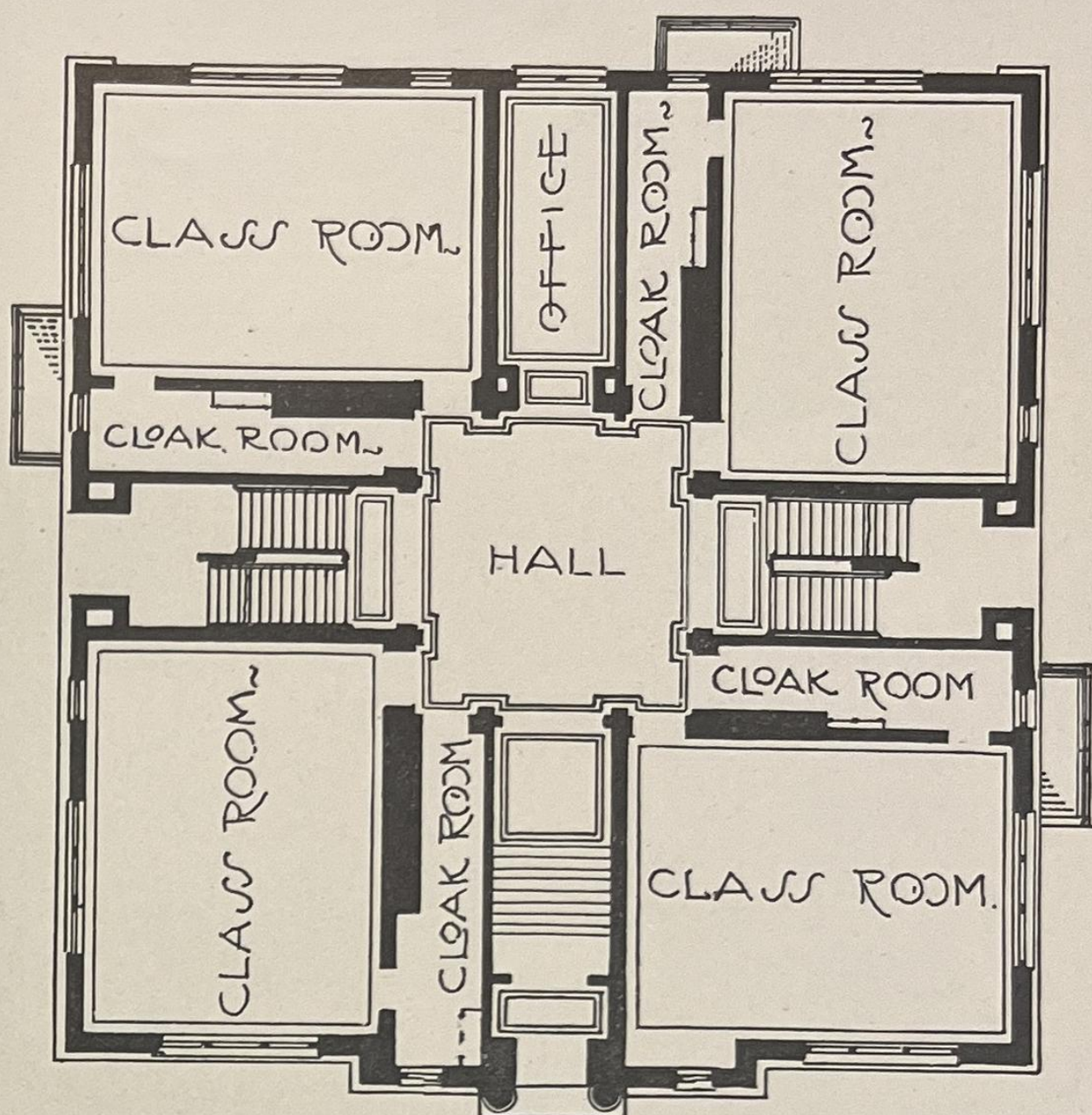
S. ASHFORD, ARCHITECT.



H. T. BLOW SCHOOL.

WASHINGTON, D. C.
(Basement plan.)

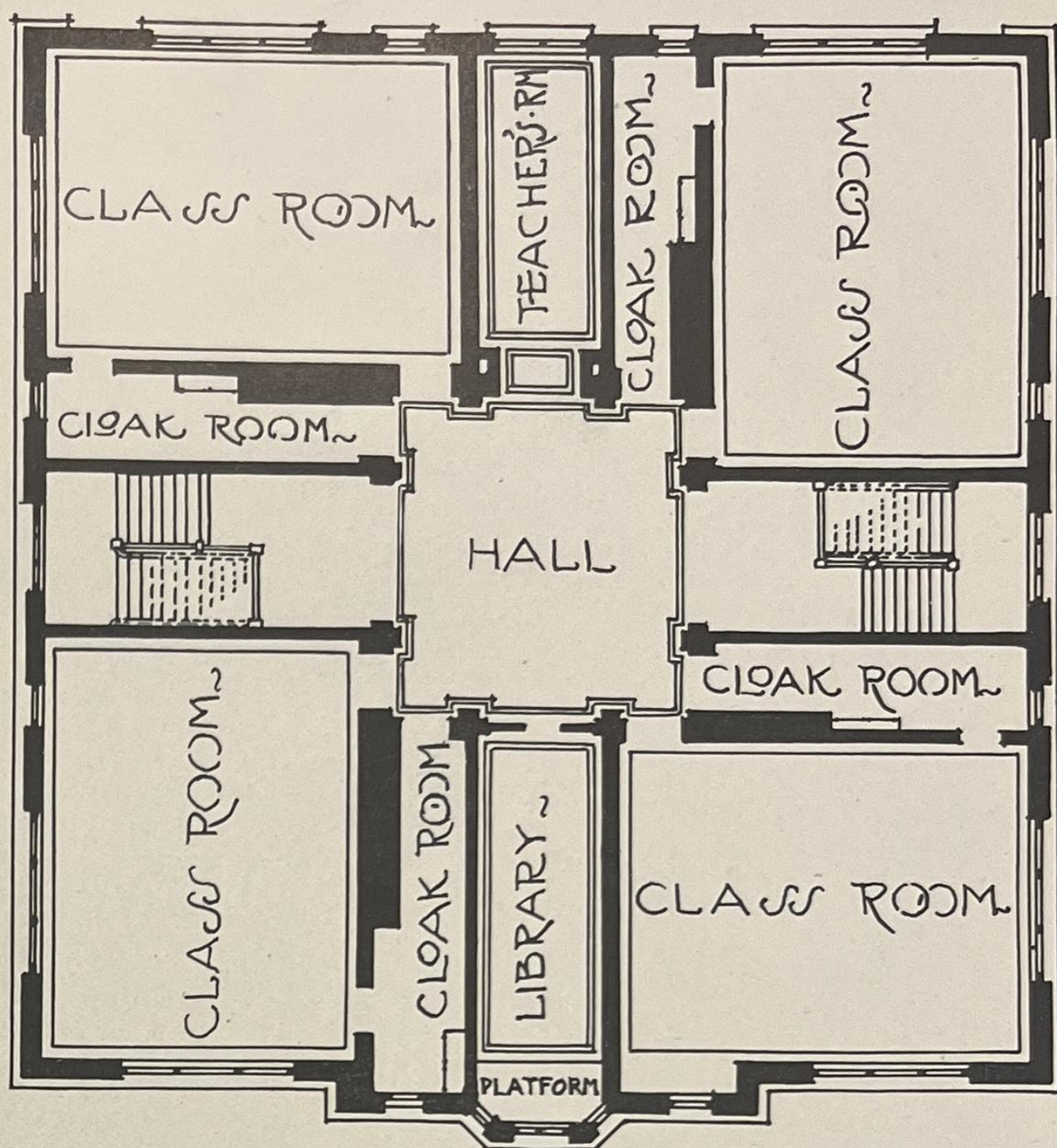
S. ASHFORD, ARCHITECT.



H. T. BLOW SCHOOL.

WASHINGTON, D. C.
(First floor plan.)

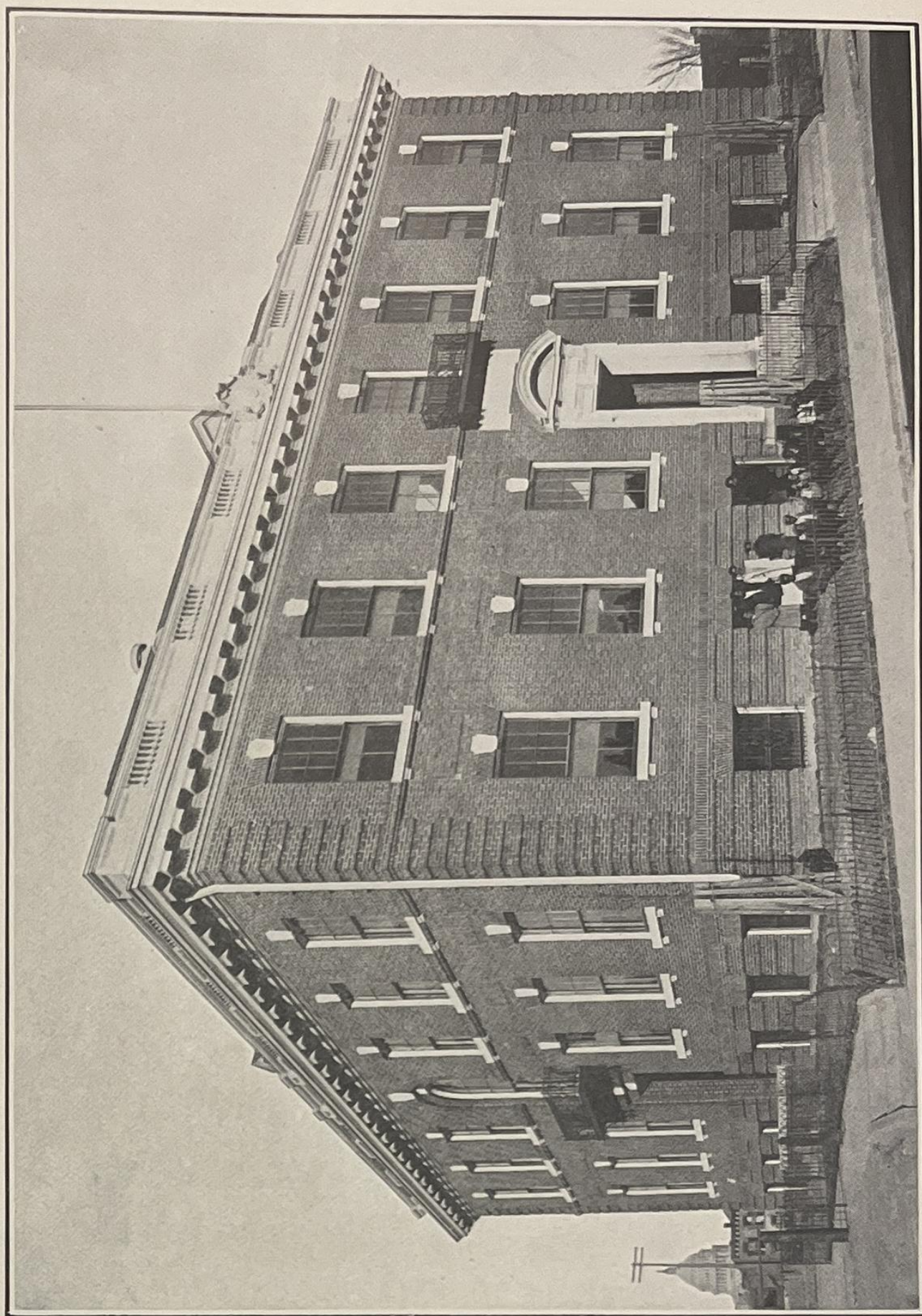
S. ASHFORD, ARCHITECT.



H. T. BLOW SCHOOL.

WASHINGTON, D. C.
(Second floor plan.)

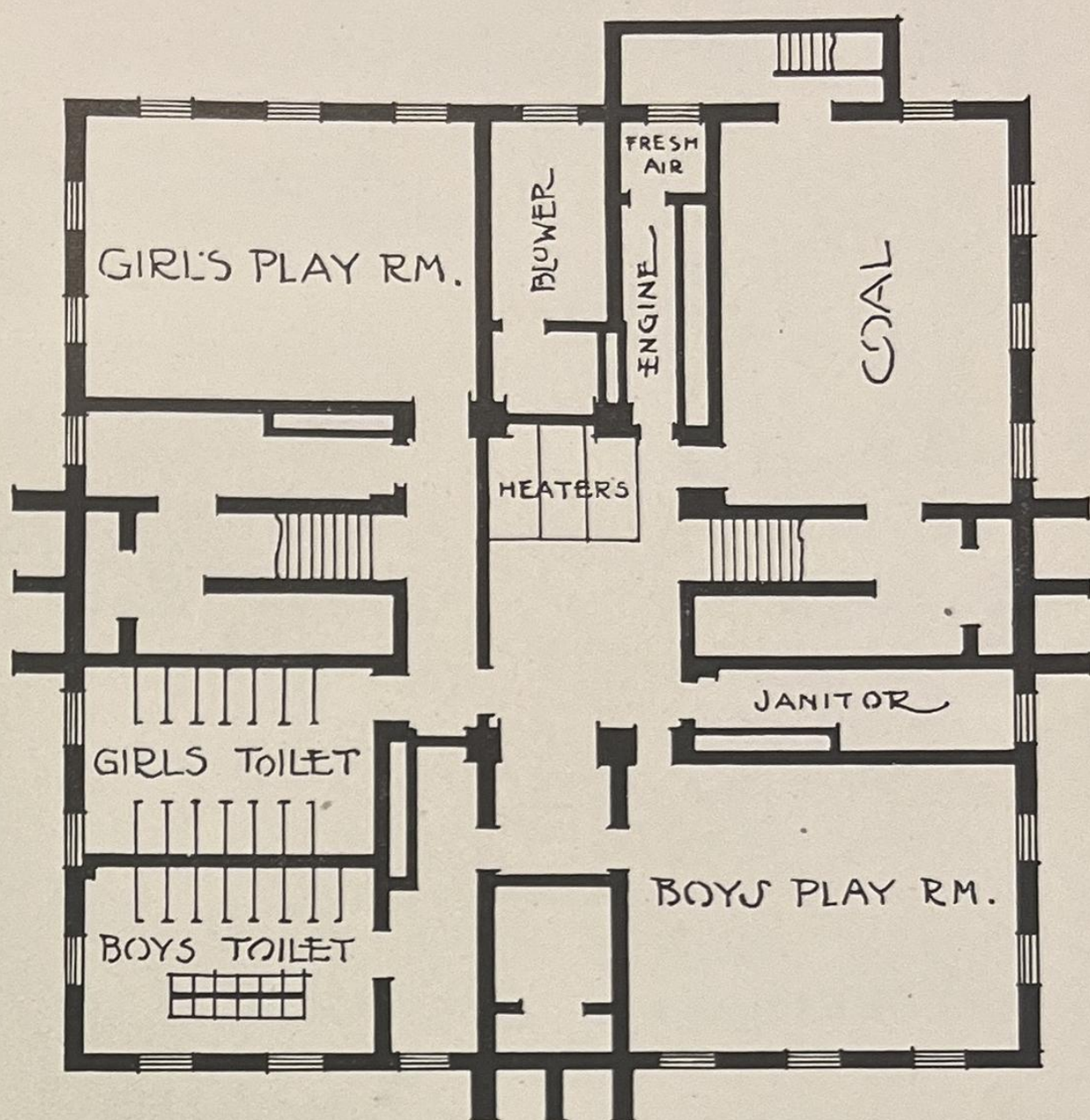
S. ASHFORD, ARCHITECT.



F. L. CARDOZA SCHOOL,

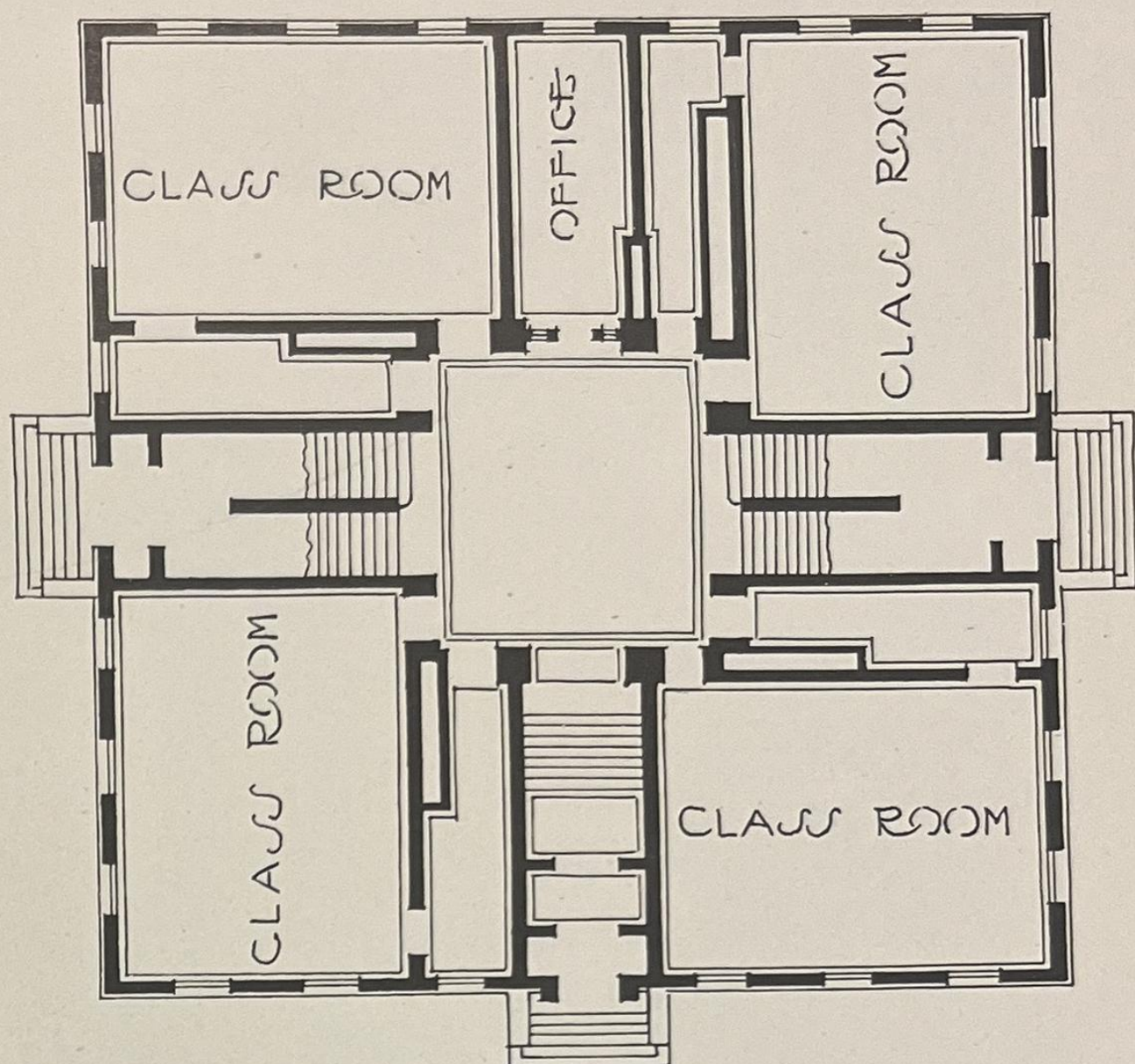
WASHINGTON, D. C.

MARSH & PETER, ARCHITECTS.



F. L. CARDOZA SCHOOL.

WASHINGTON, D. C. MARSH & PETER, ARCHITECTS.
(Basement plan.)

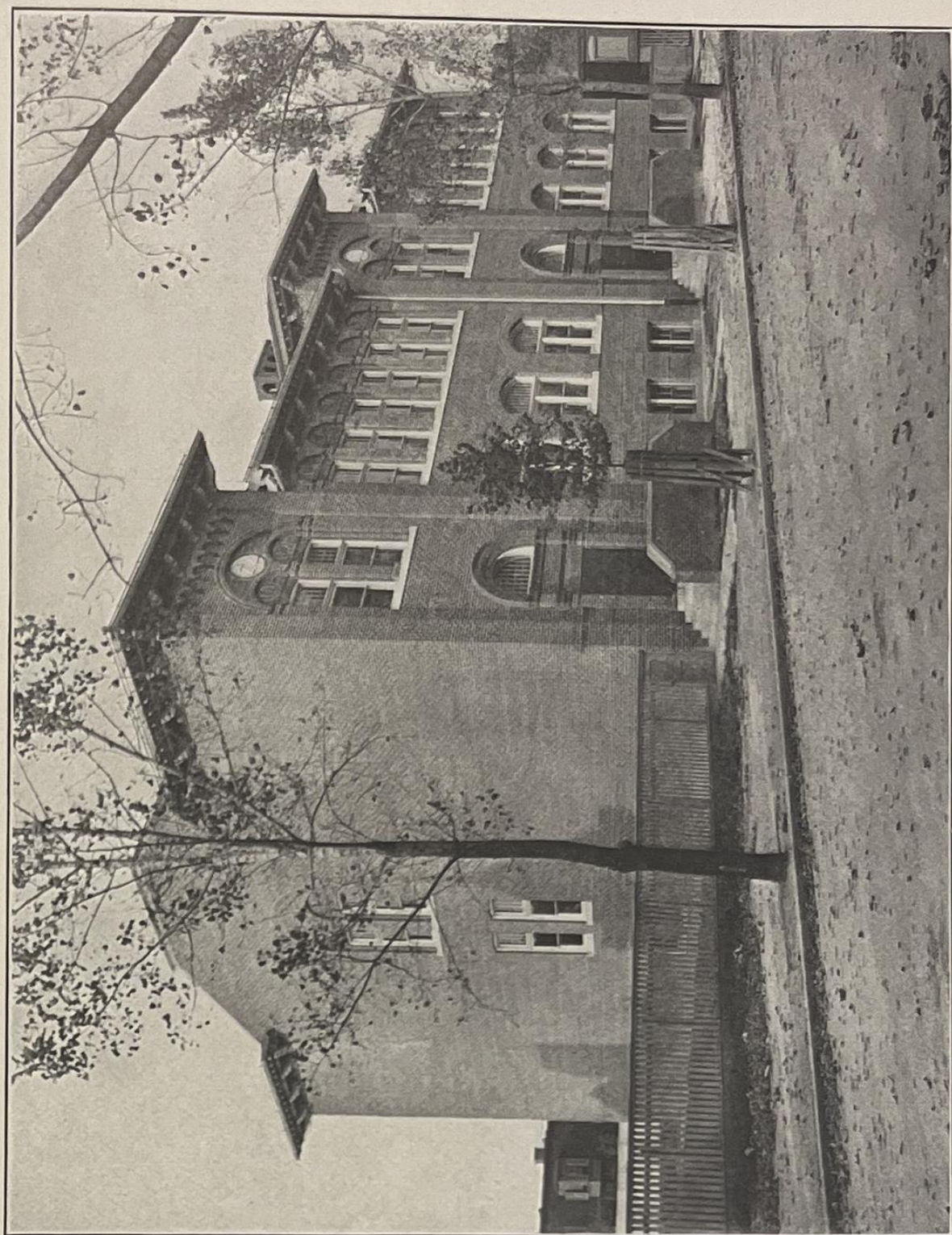


F. L. CARDOZA SCHOOL.

WASHINGTON, D. C.

MARSH & PETER, ARCHITECTS.

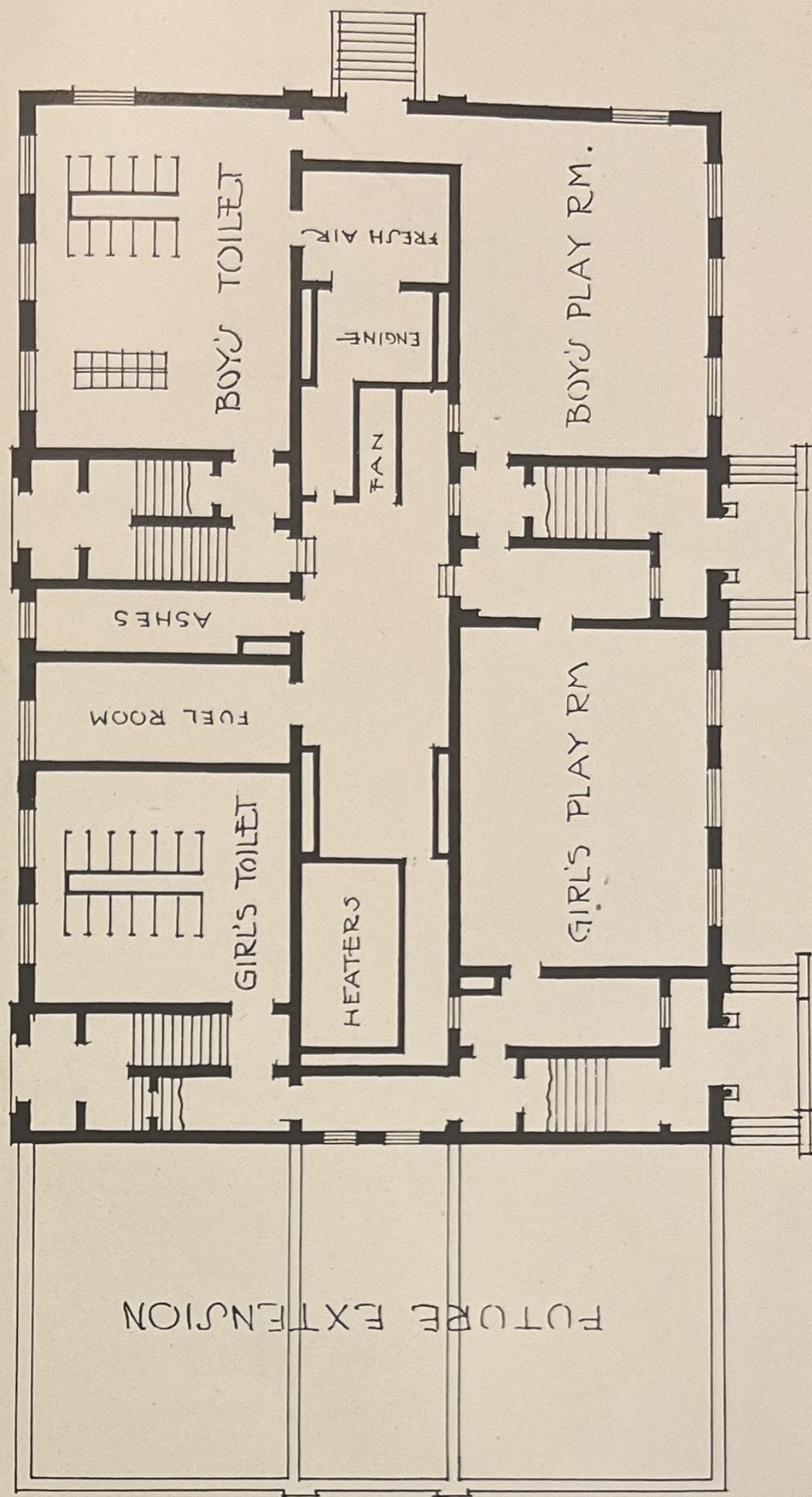
(First floor plan; second floor similar.)



LANGSTON SCHOOL.

WASHINGTON, D. C.

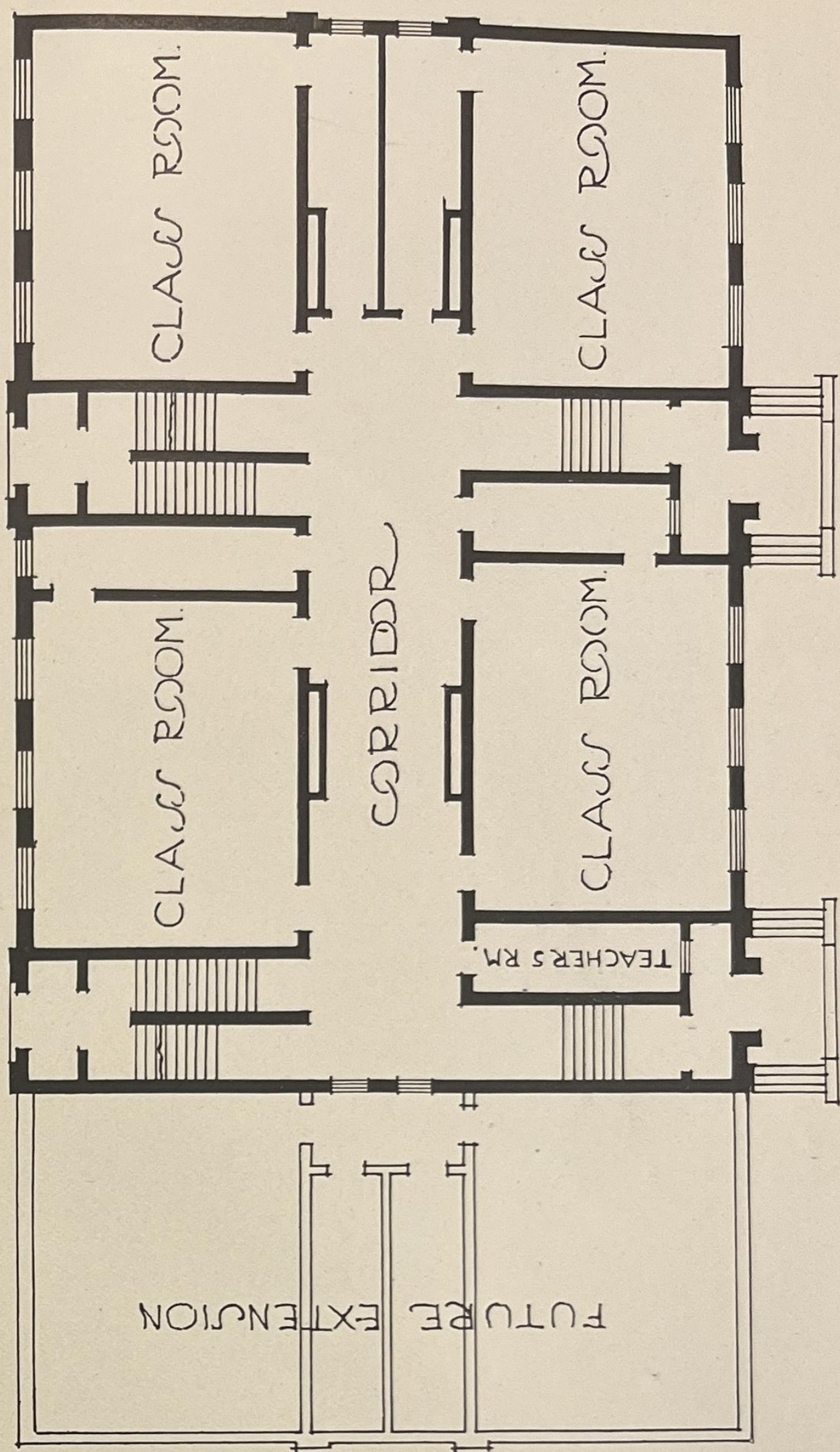
A. P. CLARK, JR., ARCHITECT.



LANGSTON SCHOOL.

WASHINGTON, D. C.
(Basement plan.)

A. P. CLARK, JR., ARCHITECT.

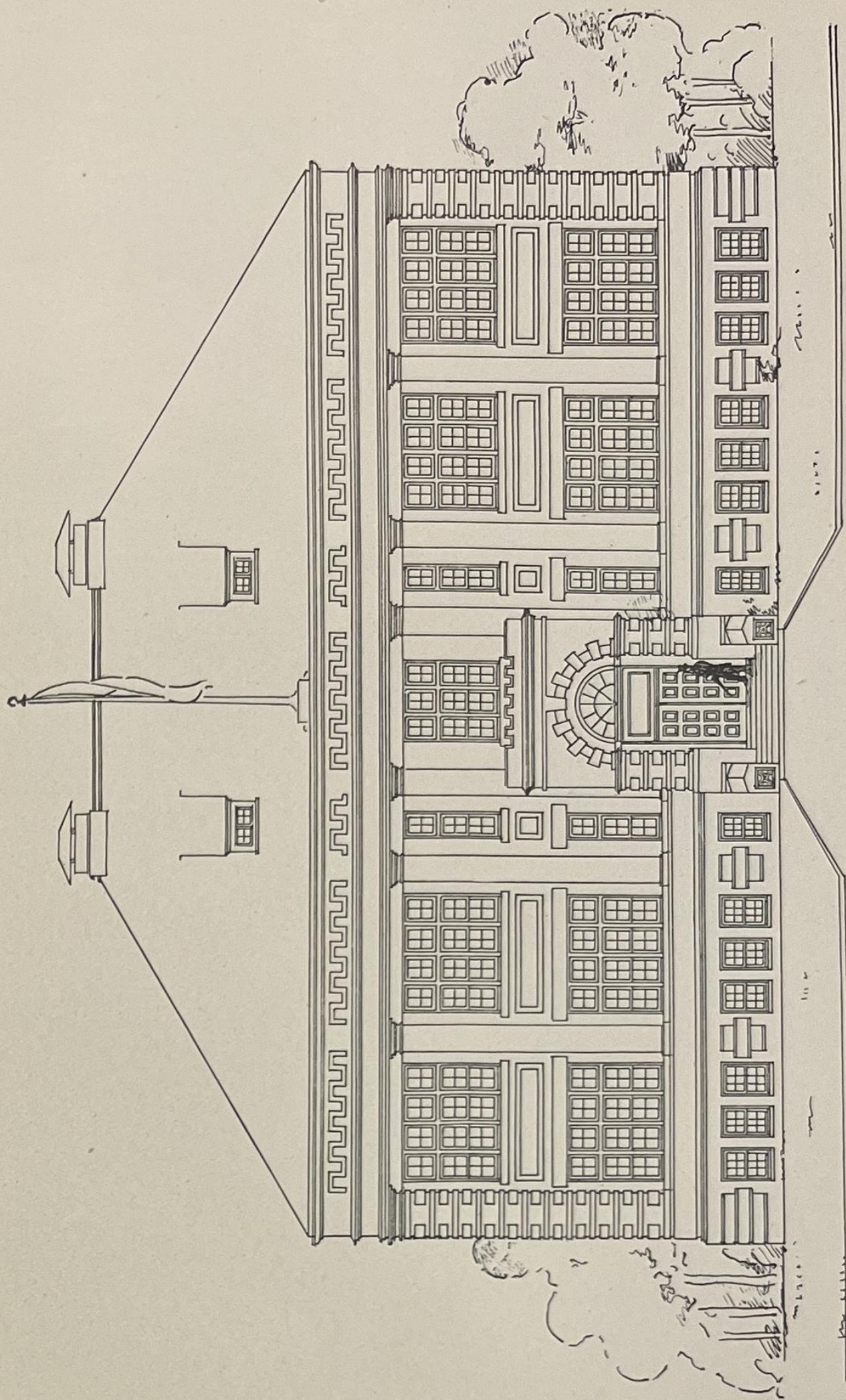


LANGSTON SCHOOL.

WASHINGTON, D. C.

(First floor plan; second floor similar.)

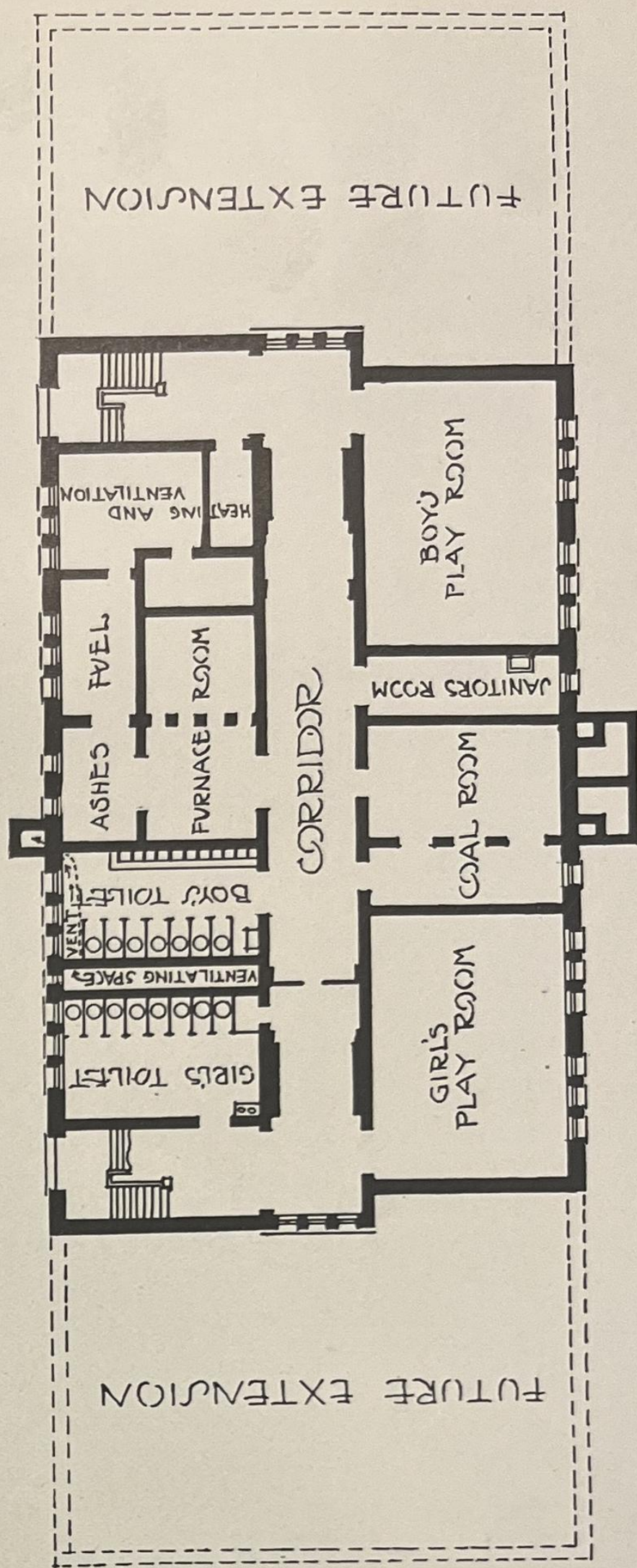
A. P. CLARK, JR., ARCHITECT.



S. ASHFORD, ARCHITECT.

WASHINGTON, D. C.
(Elevation.)

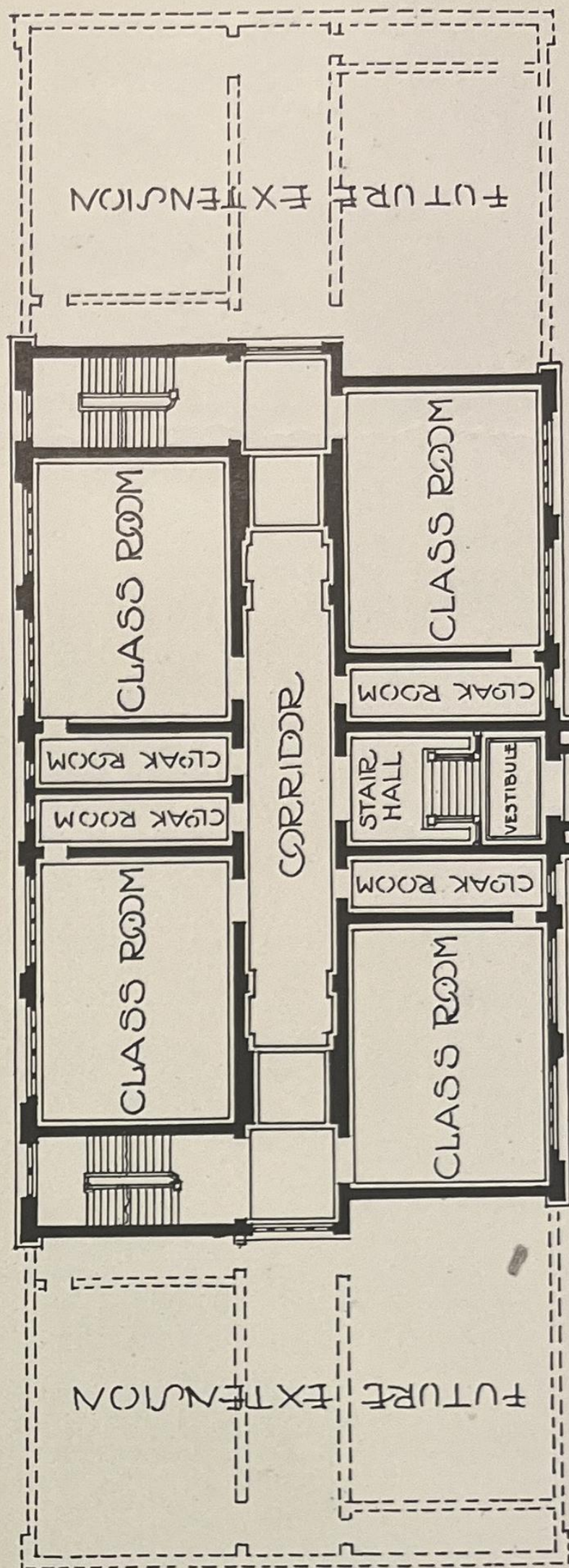
KETCHAM SCHOOL.



KETCHAM SCHOOL.

WASHINGTON, D. C.
(Basement plan.)

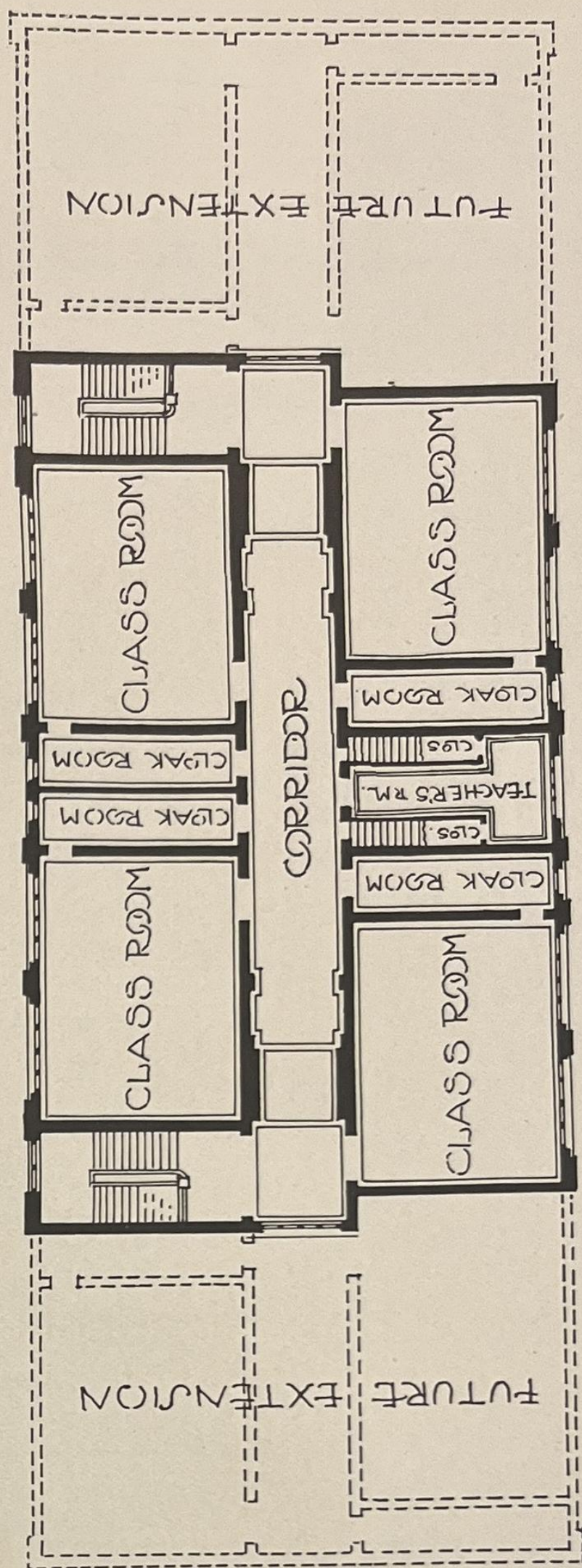
S. ASHFORD, ARCHITECT.



S. ASHFORD, ARCHITECT.

WASHINGTON, D. C.
(First floor plan.)

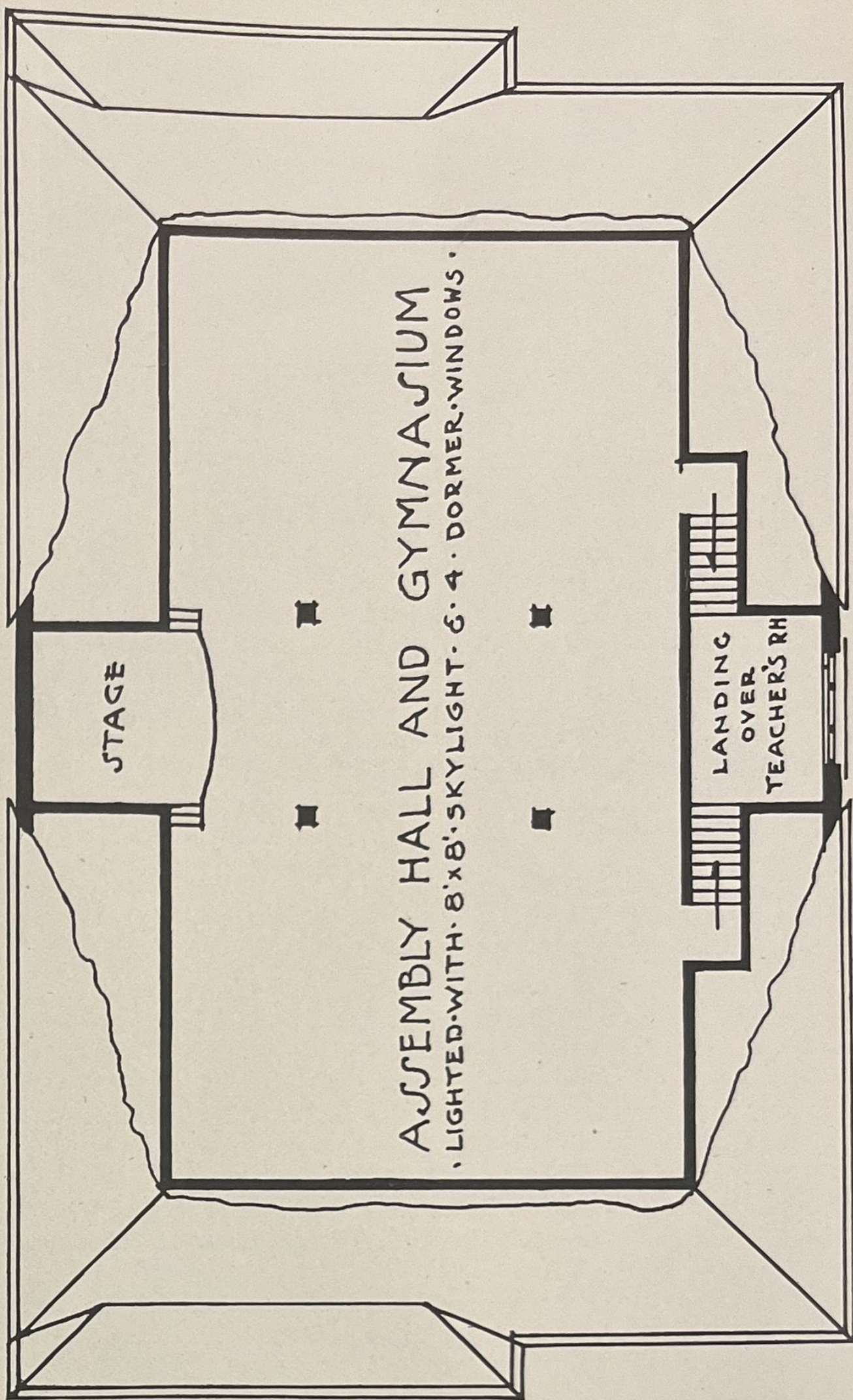
KETCHAM SCHOOL.



KETCHAM SCHOOL.

WASHINGTON, D. C.
(Second floor plan)

S. ASHFORD, ARCHITECT.



S. ASHFORD, ARCHITECT.

WASHINGTON, D. C.

(Attic plan.)

KETCHAM SCHOOL.

give a maximum of economy for an 8-room school building where there is no intention to enlarge the installation, except at some future day by the possible erection of a second 8-room building on the same site. It does not, however, lend itself to extension in any other way. These 2 schools cost, respectively, \$42,600 for the Cardoza, or at the rate of 11.9 cents per cubic foot, and \$42,700 for the H. T. Blow, or at the rate of 12.2 cents per cubic foot. They are, however, of non-fireproof construction.

Two schools of the 8-room extensible type are illustrated.

LANGSTON SCHOOL.

This is an 8-room building, provision being made for future extension to a 12-room building of the corridor type, with the 2 end rooms and the 2 interior rooms at present built. The space at the ends of the corridors will ultimately be given up to cloakrooms for the 2 end rooms. The corridor will then be lighted through these cloakrooms and through the side lights at the stairways at its ends. The building has two entrances, the front of which, while at present giving the building a lopsided appearance, will ultimately be symmetrically disposed. Small rooms are provided in the portion of the space at each entrance suitable for teachers' and principal's rooms. Class rooms are all provided with unilateral light. In the basement a play room and toilet room for each sex is provided, in addition to the mechanical installation. The future extension will provide for 2 large rooms suitable for manual training purposes. This building is nonfireproof and cost less than \$37,000 for the 8 rooms, or about 9.6 cents per cubic foot.

KETCHAM SCHOOL.

This school is also of the corridor type and is an 8-room building with provision made for future extension, first to 12 and ultimately to 16 rooms. In the basement provision is made for a play room for each sex and toilet room for each sex, the boys' toilet room being thrown some little distance from the play room, but a wire screen being provided in the corridor to prevent access between the 2 wings. A noticeable feature of this toilet installation is a ventilating space provided between the closet fixtures, in which space, through a solid brick partition, all the flushing tanks and pipes are exposed, thus providing for accessibility for repairing while the toilet rooms are in use. Each floor has 4 class rooms provided with unilateral light and each with a cloakroom with separate entrances for class room and corridor. The stairs are at the back of the building and at the present ends. Between the 2 front class rooms on the second floor are provided stairways to a third-floor large dormer room, which has been fitted up for an assembly hall and gymnasium, more suitable for the latter than the former by reason of its shape and its position

on the top floor of the building. This school is provided with an ample site for its future extension and large playground space in the rear. Its total cost was \$47,702 or about 12.6 cents per cubic foot, including gymnasium or assembly hall.

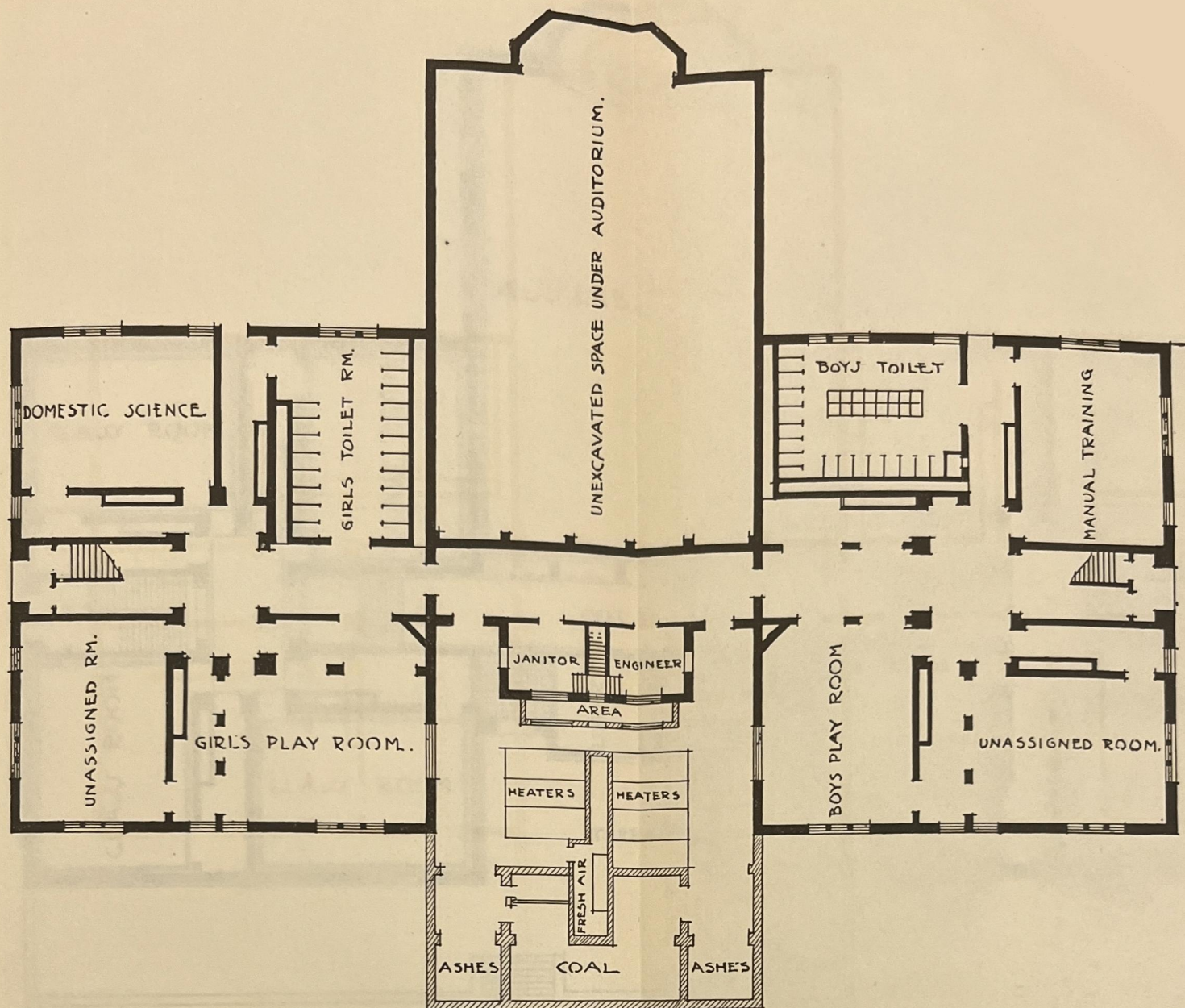
NEW SCHOOL NO. 153.

Plans are also shown of the new school No. 153 under construction to relieve the Mott School. This is a 16-room building and shows skillful adaptation of the 8-room cart-wheel type to a 16-room building, with the space between the 2 separate buildings given up to the entrance on the front and a large assembly hall in the rear, the assembly hall corridor and entrance being held at a level lower than the class room floors in order to provide for lighting the rear interior class rooms over the roof of the assembly hall. Stairs are at the extreme ends of the corridors. Class rooms are bilaterally lighted. The assembly hall provides seats for 650 pupils. In the basement are separate wings, 1 for each sex. Toilet room is provided, with 3 large rooms in addition suitable for manual training, play rooms or similar purposes. Space between the 2 wings is utilized for mechanical installation, space under the assembly hall being unexcavated. This building will cost about \$95,000 or about 13.4 cents per cubic foot.

Playground space affords $38\frac{1}{2}$ square feet for each pupil and a large public park exists immediately across the street in front of the building.

NEW SCHOOL NO. 154.

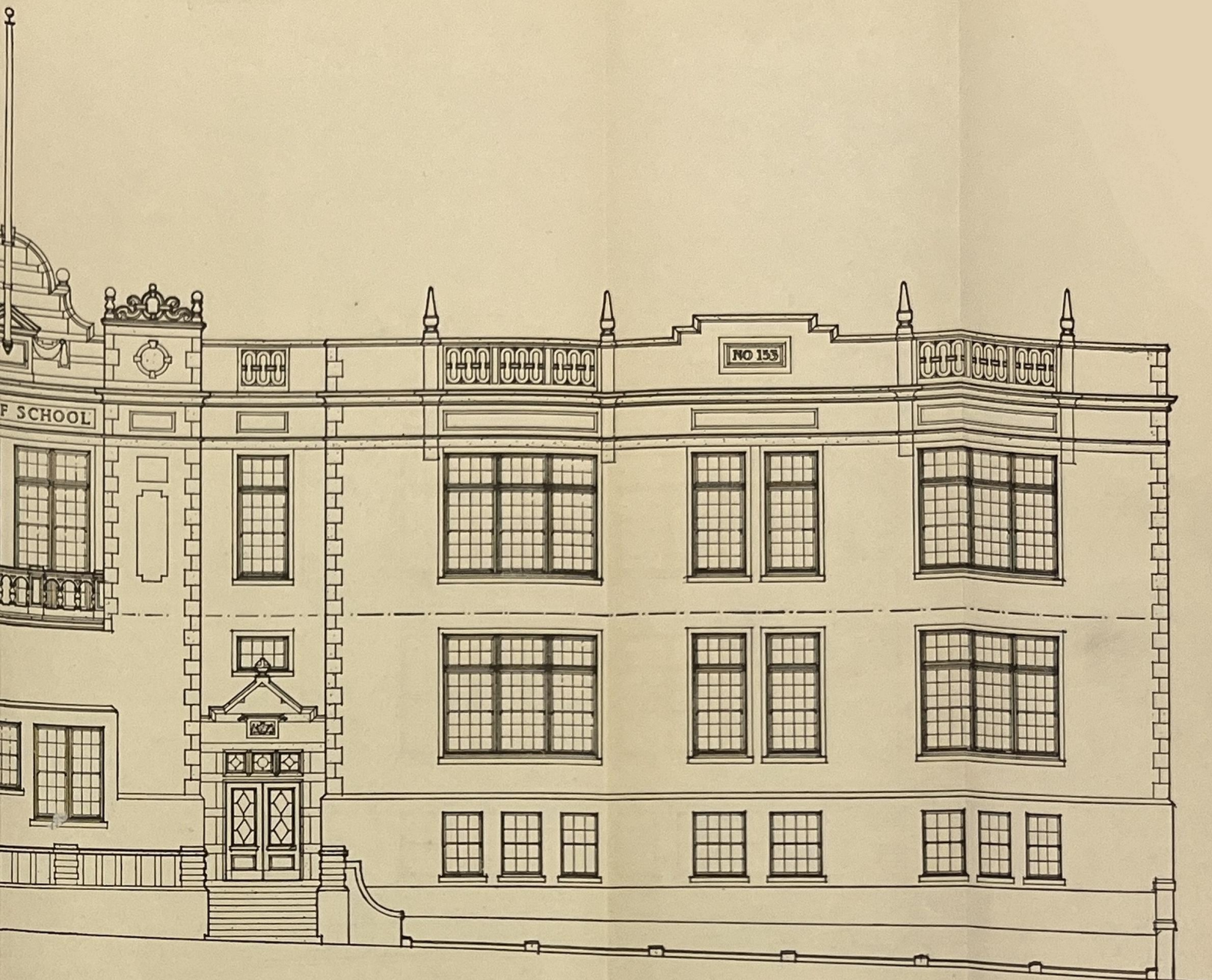
View and plans are also shown of public school No. 154, a new 16-room building about to be constructed on Seventeenth street in Mount Pleasant, which combines many of the ideas embodied by the Commission in this report. The building has a large assembly room on the basement floor, which has been ingeniously designed to extend through the first floor, so that the entire corridor space required in the first floor can be turned into the assembly room as a balcony, and this space in the basement floor is utilized as a portion of the main floor of the assembly room, without other obstruction than 4 octagonal columns. The basement contains, besides this assembly hall, the necessary space for the mechanical installation, 2 play rooms and a large toilet room for each sex in opposite wings of the building, and teachers' and kindergarten toilets on each floor above. The first floor has 4 class rooms upon the face, each provided with a cloakroom and with ample unilateral light, and contains 2 class rooms on each flank in the rear, each similarly provided with a cloakroom and ample unilateral light, opening into the corridor previously referred to as a gallery of the assembly hall. This corridor can be cut off from the assembly hall by a translucent partition, so that the corridor will then obtain secondary light from the skylight ceiling of the assembly hall.

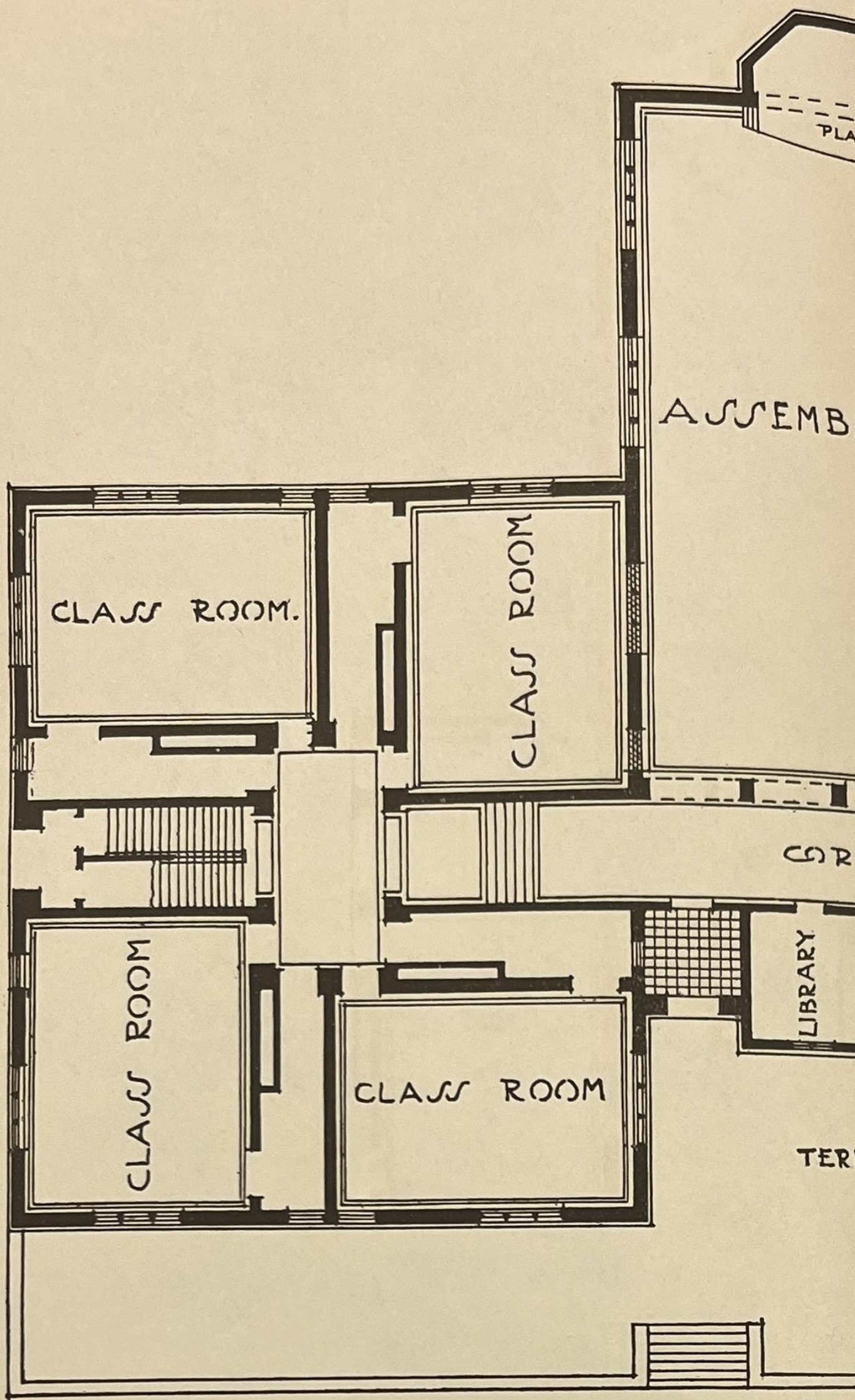




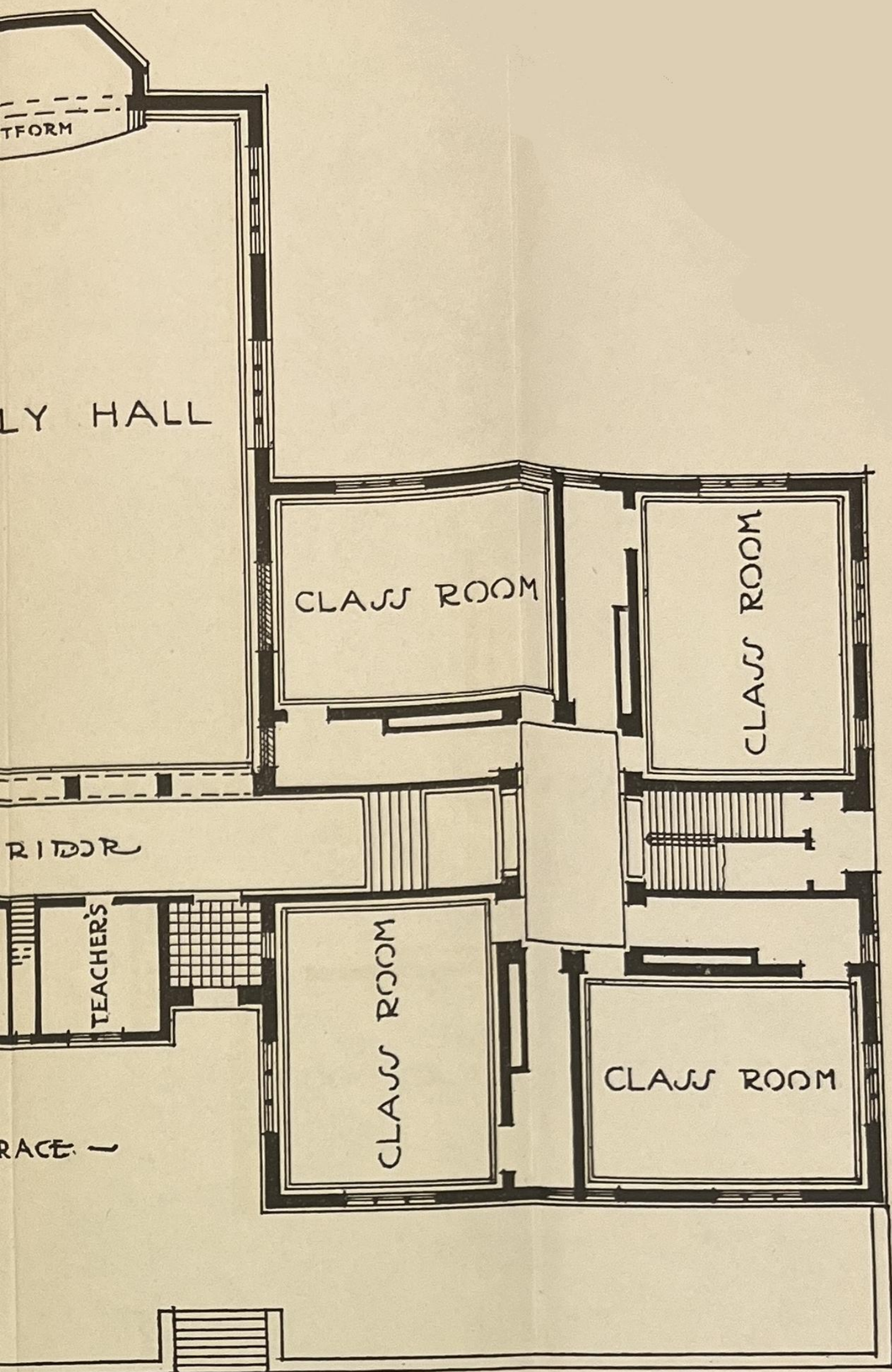
NEW SCHOOL NO. 153.

WASHINGTON
(Elev.)





NEW SCHOOL NO. 153.



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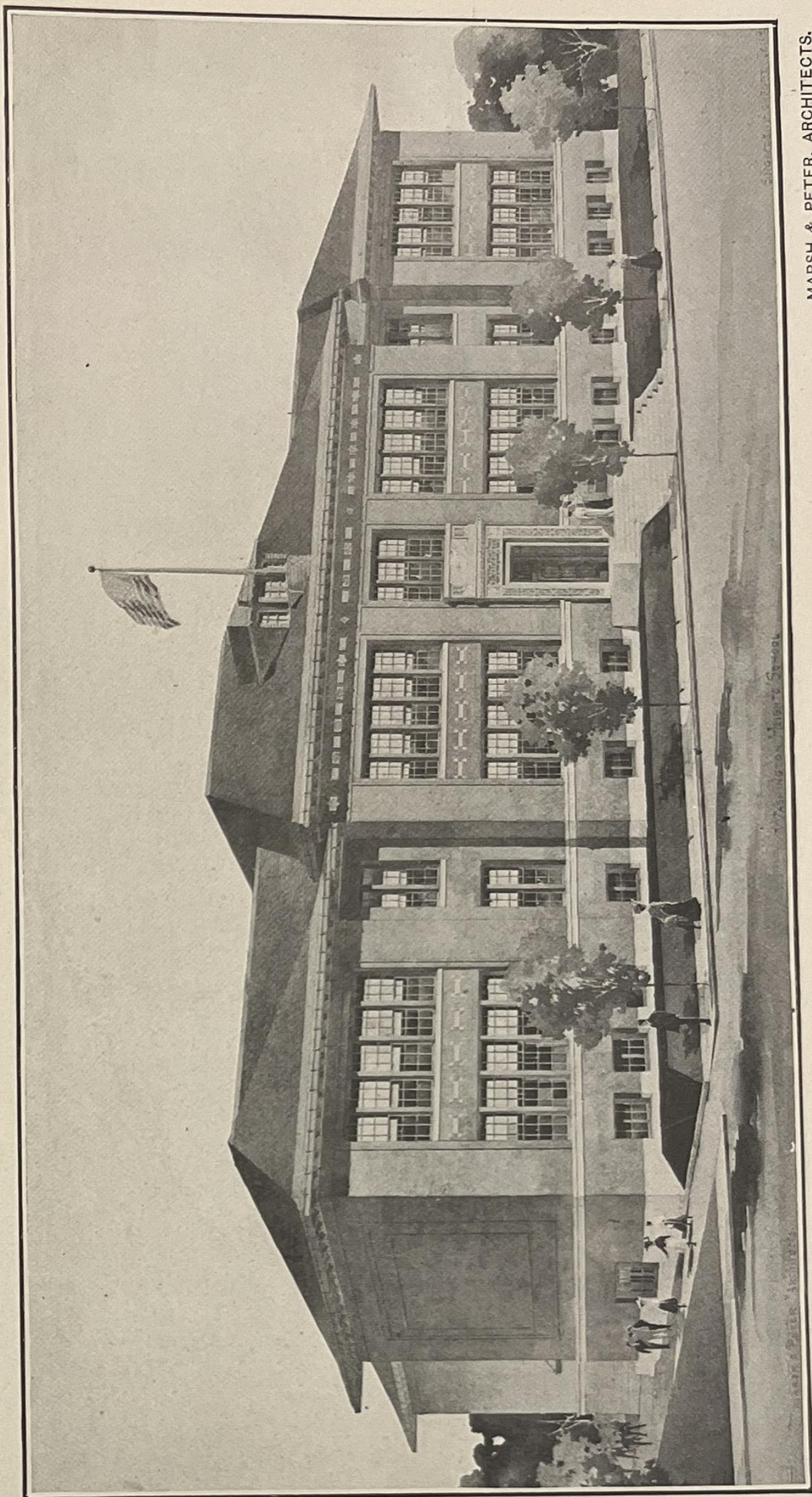
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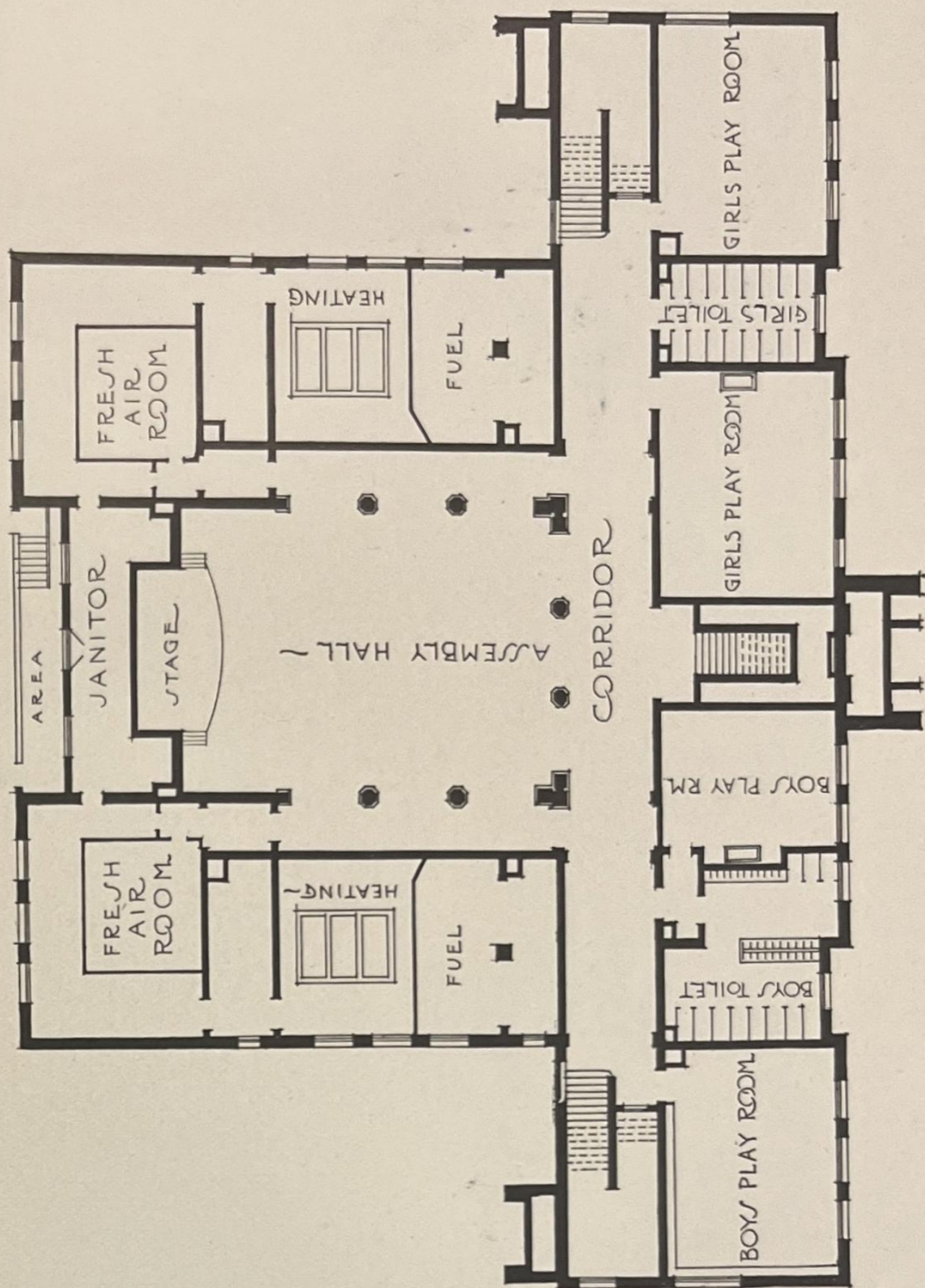
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NEW SCHOOL NO. 154.

WASHINGTON, D. C.

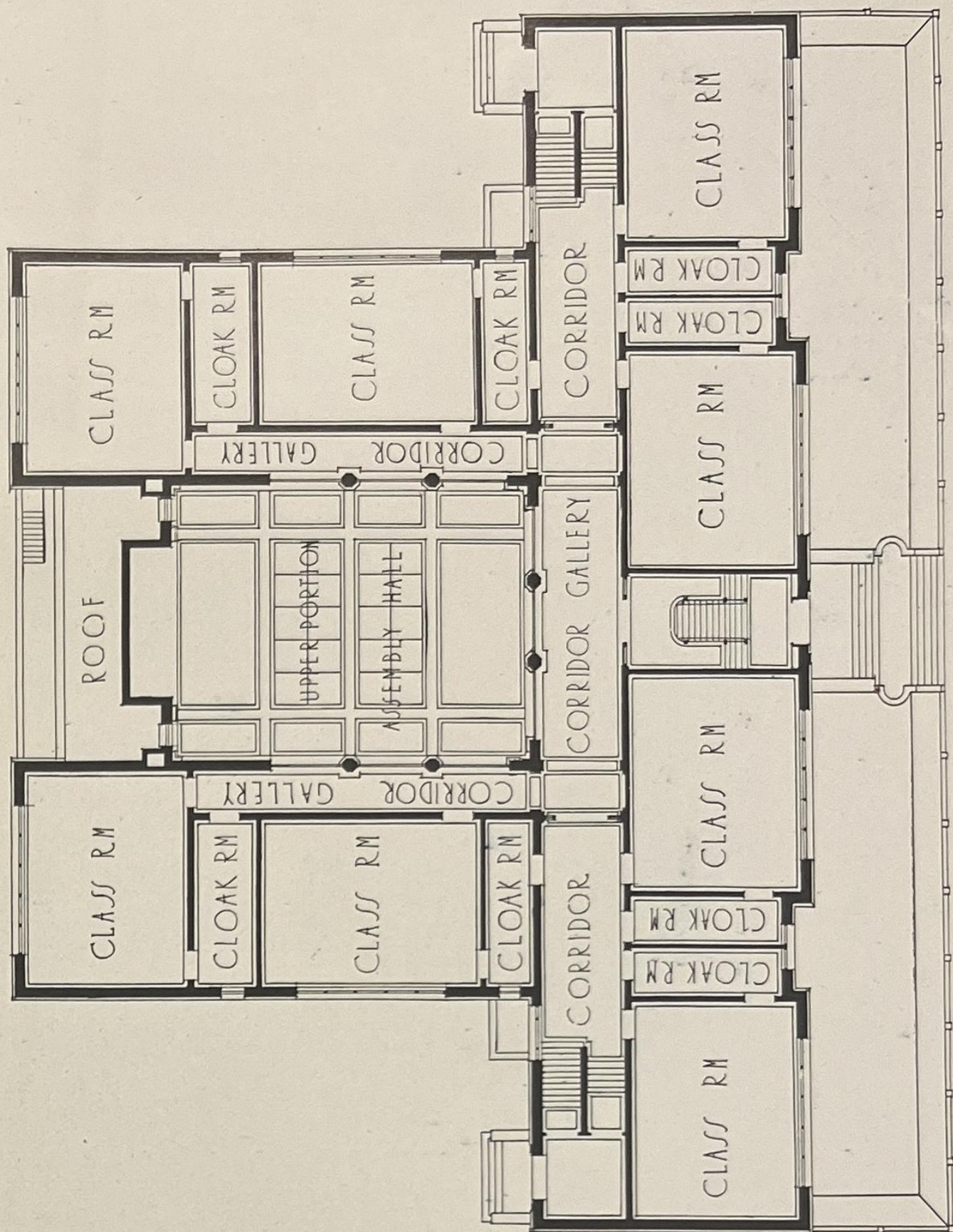
MARSH & PETER, ARCHITECTS.



NEW SCHOOL NO. 154.

WASHINGTON, D. C.
(Basement plan.)

MARSH & PETER, ARCHITECTS.



The second floor has entirely a similar arrangement of class rooms, the corridor for the flanking rooms in this case being directly lighted from the interior space over the roof of the assembly hall. This floor also contains the principal's room in the space over the entrance hall and vestibule of the floor below.

The building is provided with playground space of about 34,500 square feet, in addition to the area occupied by the building, and is estimated to cost, exclusive of site, \$103,000.

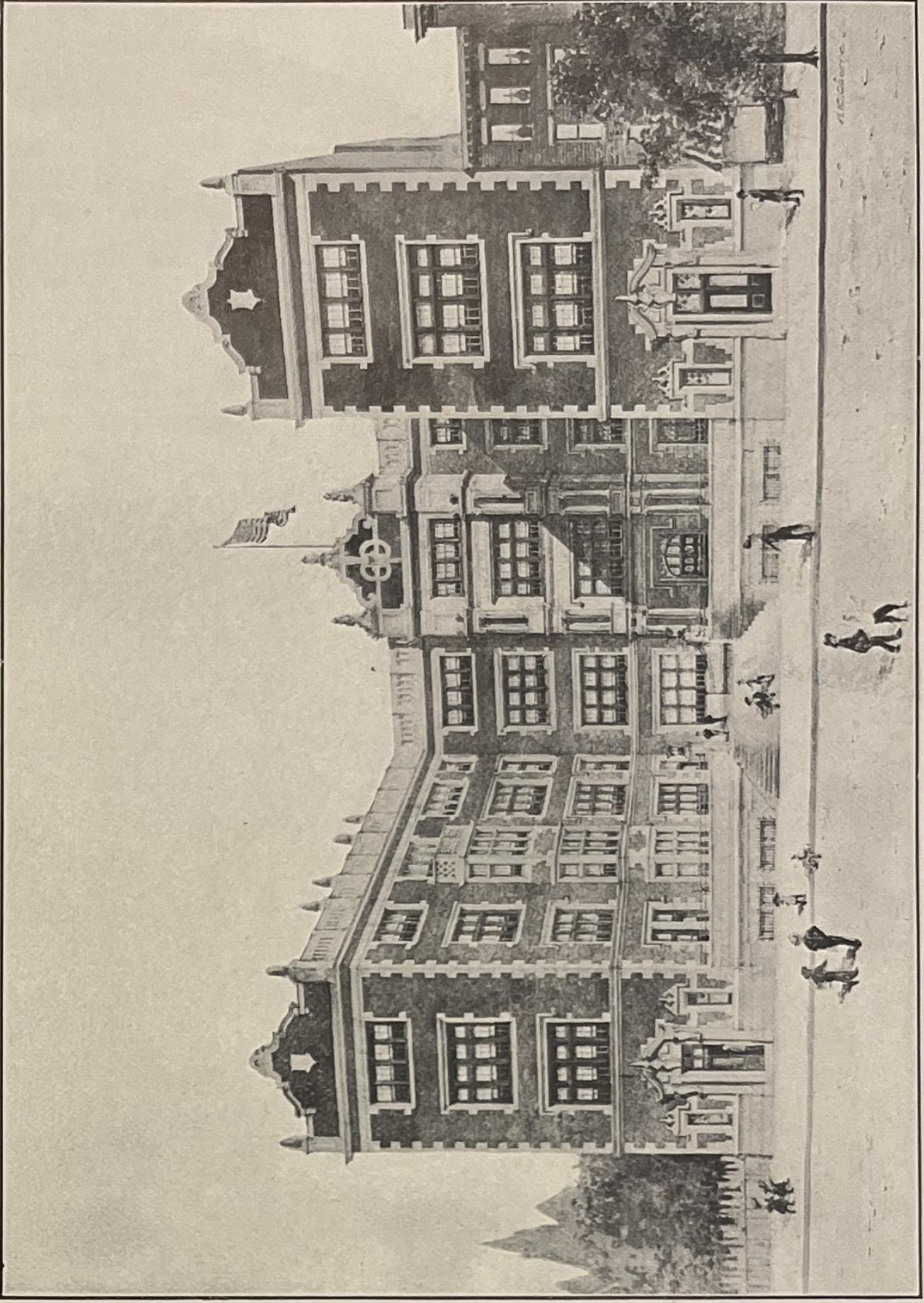
A short table is hereto appended, giving the description and cost of some of the recently constructed school buildings in Washington. Attention is invited to the low cost per cubic foot, which, of course, has been limited by the appropriations available. The buildings are nonfireproof, as a rule, and for that reason not nearly so good as the St. Louis buildings, for instance, which are fireproof to the level of the second-floor ceiling, or the Boston schools, entirely fireproof. The Commission desires to register itself as of the opinion that the extra expenditure required for the fireproofing, as at St. Louis, of the building up to the roof, is an economical measure worthy of adoption in Washington schools.

Descriptions and cost of school buildings.

Name.	Cost.	Cubic contents.	Cost per cubic foot.	Description.	Architect.
Armstrong Manual Training	\$131,120	630,100	<i>Cents.</i> 20.7	28-room, cream mottled brick, fireproof.	W. B. Wood.
McKinley Manual Training	130,014	556,700	23.3	26-room, buff mottled brick, fireproof.	H. I. Cobb.
Petworth	23,143	205,250	11.3	4-room, red brick	A. P. Clark, jr.
Langston	36,855	383,200	9.6	8-room, red brick	Do.
Matthew G. Emery	49,269	411,360	12.0	12-room, white mottled brick.	Inspector of buildings.
Addition to Girl's Cottage, Industrial Home School.	6,588	43,680	12.7	6-room, red brick	Do.
Addition to Brookland, No. 103.	23,765	172,890	13.7	4-room, red brick	B. S. Simmons.
Addition to Takoma, No. 118.	20,134	136,650	14.7	4-room, frame, pebble dash.	W. J. Palmer.
Abby S. Simmons, No. 134.	36,525	320,688	11.4	8-room, red brick	A. B. Mullett & Co.
James B. Edmonds, No. 135.	33,375	353,430	9.7	do	Marsh & Peter.
Samuel E. Wheatley, No. 136.	34,006	330,672	10.2	do	A. P. Clark, jr.
Addition to Cranch, No. 137.	20,731	159,672	12.9	4-room, red brick	Inspector of buildings.
Edward M. Stanton, No. 138.	20,162	217,600	9.2	4-room, rough brick, pebble dash.	Do.
Reno, No. 139.	17,927	224,000	8.0	4-room, frame, pebble dash.	Do.
Henry P. Montgomery, No. 140.	36,620	310,464	11.7	8-room, red brick	Wood & Deming.
B. B. French Manual Training, No. 141.	19,022	122,950	15.4	6-room, first floor fireproof, red brick.	Inspector of buildings.
William Ludlow, No. 142.	41,060	368,000	11.1	8-room, red brick	John L. Smithmeyer.
N. P. Gage, No. 143.	44,903	364,152	12.3	do	L. Norris.
Business High	165,544	1,992,272	8.3	60-room, red brick	B. S. Simmons.
John W. Ross	41,950	366,860	11.4	8-room, red brick	C. A. Didden.
Henry T. Blow	42,693	349,596	12.2	do	Inspector of buildings and G. O. Totten.
Anthony Hyde	43,470	347,683	12.5	do	A. B. Heaton.
F. L. Cardoza	42,600	357,623	11.9	do	Marsh & Peter.
Industrial Home School, Blue Plains.	73,500	428,937	17.1	Brick	J. L. Smithmeyer.

SCHOOL BUILDINGS OF NEW YORK.

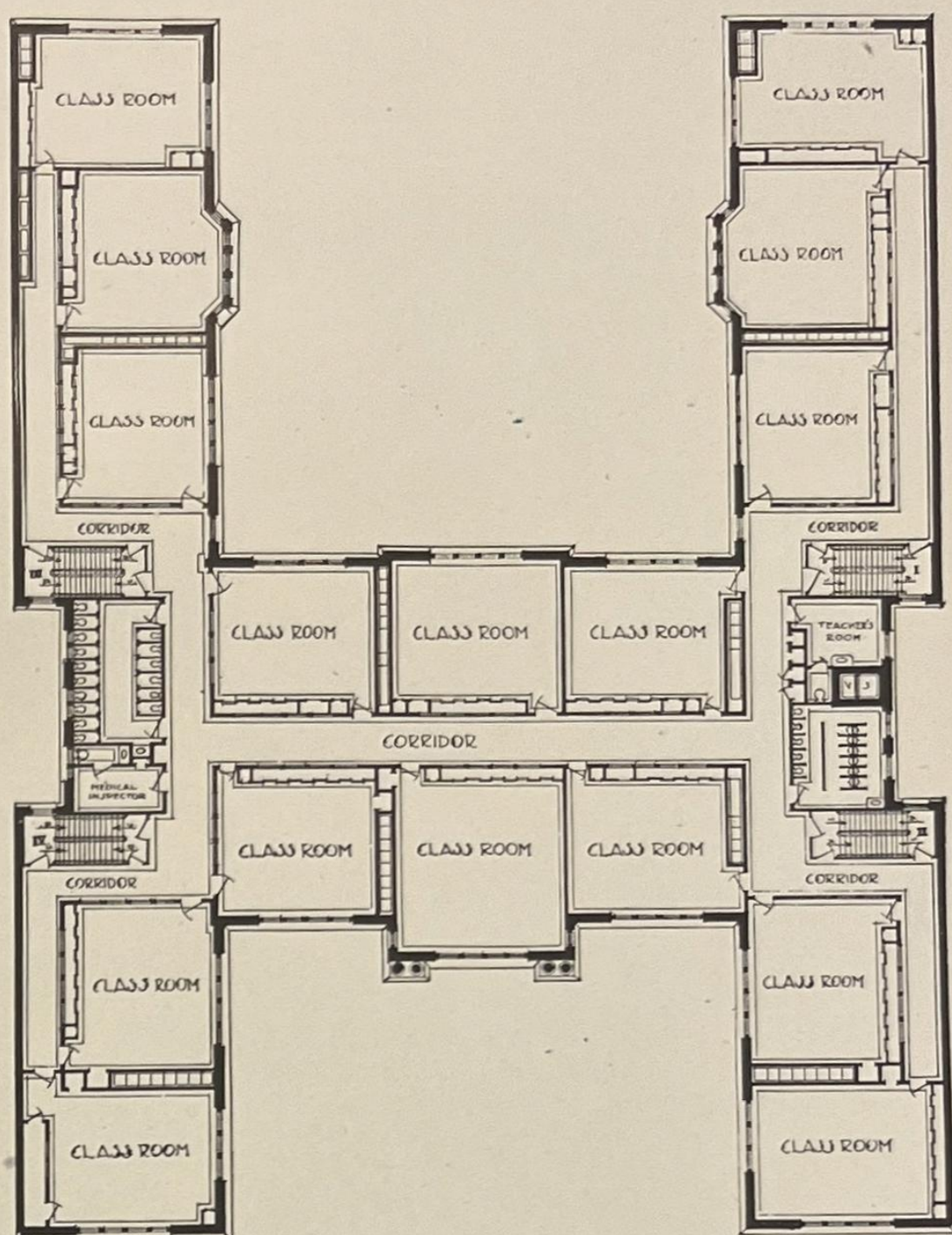
The development of the modern school building in New York City and boroughs is largely traceable to the exceptional work of Mr. C. B. J. Snyder, the superintendent of school buildings of the board of education of that city, and the type used by him is an extremely skillful adaptation of the necessities of a city block to the requirements of a school. The problem that has confronted him has been an ever-changing one. Large sections of the city, apparently entirely built up with 1-family houses, are constantly seized upon by real estate operators and the old houses are rapidly demolished and the erection of apartment houses is begun, after which there seems to be hardly a cessation of work until the whole area has been gone over and the section rapidly rebuilt. It is therefore necessary if schools are to be supplied to meet the requirements that they must be built promptly and of large size, and the work must be started as soon as possible after the commencing of the work of rebuilding the section by real estate operators. This has caused the development of a fireproof building of the H type, sometimes with party walls on both sides of the building, at other times with the building occupying portions of 3 sides of the block. Class rooms get their light from the central area. This light can not be obstructed by other buildings, the distance between the arms of the H, 80 feet or more, insuring illumination. On the lower floors the glass area is larger than on the upper floors and in internal corner rooms prism glass is used to increase the light. Play rooms and gymnasiums occupy the basement floor, or the street floor, or both, if there are 2 basement floors, and are planned to have good light. Assembly halls generally have the gallery on the first floor level, and the main floor a short flight of steps below the sidewalk, and are within the arms of the H. In some buildings from 2 or 3 to 6 of the class rooms on the top floor are thrown into an assembly room. The corridors occupy the space against the party wall, where the building is bounded by party walls, and depend for light on secondary light through the interior walls of the class room. In some cases they are carried through to the front or rear and are well lighted. The stairs are well located and of the double inclosed type, thus necessitating at least 14 foot height of stories. Most of the buildings have single tiers of rooms in the arms of the H, although some of the larger have double tiers, with an interior corridor. The crossbar of the H is generally nearer one street than the other, leaving open areas of unequal size, the larger of which, in the basement and first floor, is used to form an assembly hall, and the smaller, in the basement and first floor, to form the gymnasium. In some cases, as in the De Witt Clinton High School, class rooms in the first floor are thrown into



PUBLIC SCHOOL NO. 146.

BROOKLYN.

C. B. J. SNYDER, ARCHITECT.



PUBLIC SCHOOL NO. 146.

BROOKLYN.

(Second, or typical, floor plan.)

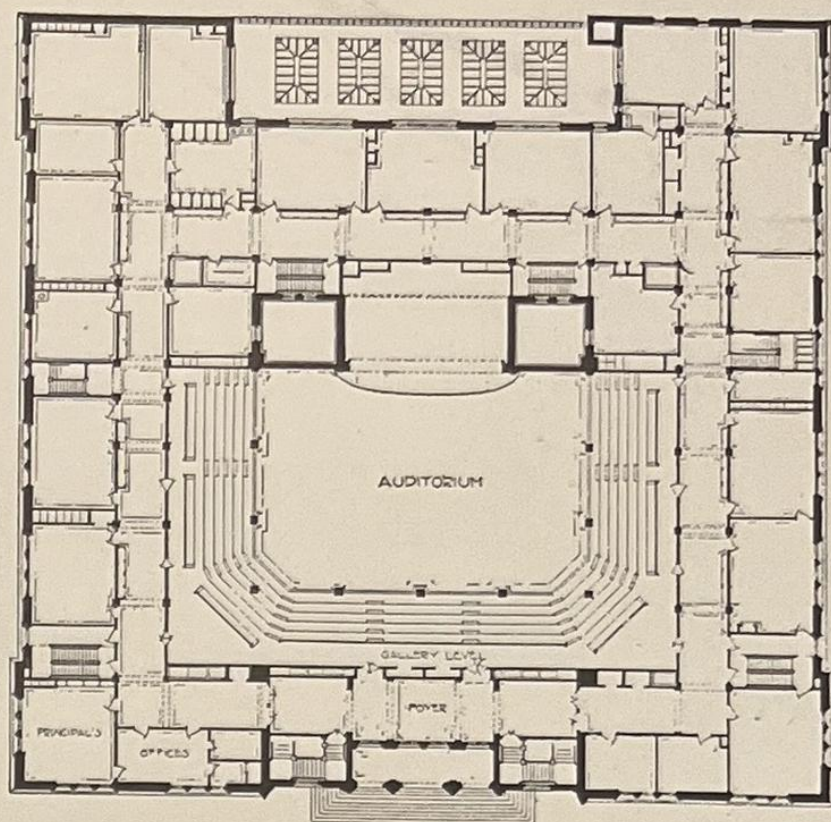
C. B. J. SNYDER,
ARCHITECT.



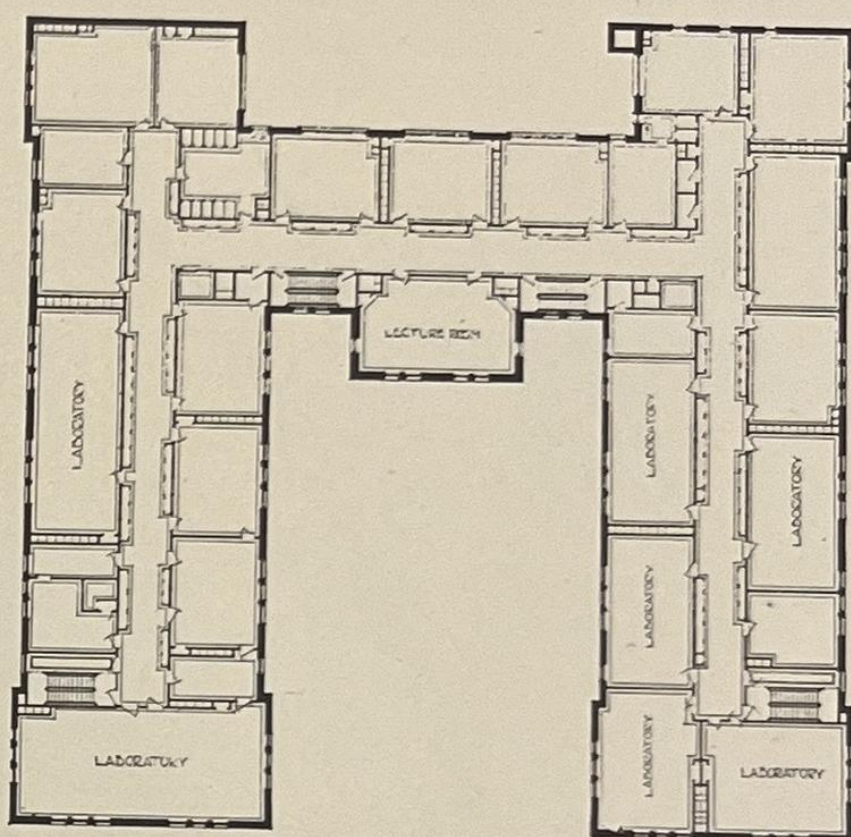
DE WITT CLINTON HIGH SCHOOL.

NEW YORK.

C. B. J. SNYDER, ARCHITECT.



DE WITT CLINTON HIGH SCHOOL. NEW YORK. C. B. J. SNYDER, ARCHITECT.
(Second floor plan.)



DE WITT CLINTON HIGH SCHOOL. NEW YORK. C. B. J. SNYDER, ARCHITECT.
(Third floor plan.)

the assembly hall. In some buildings playground space is provided by fitting up the roof for this purpose, as well as play rooms on the ground floor.

PUBLIC SCHOOL NO. 146, BROOKLYN.

Plans are reproduced of public school No. 146, Brooklyn, the typical H-shape form, with a single tier of class rooms in the arms of the H, with assembly room beneath the open-air playground in the larger court extending under one of the wings only, the assembly room being 83 by 109 feet. The building is 4 stories in height, with a cellar for the heating and ventilating apparatus and cold storage. The first story contains principal's office, library room, workshop, 2 kindergarten rooms, pupil's toilet and indoor play rooms. The other 3 floors contain 16 class rooms each, a total of 48 rooms, one of which, on the top floor, is used for a cooking room, being 28 feet square. All floors contain necessary toilets, medical inspector's rooms, teachers' retiring rooms, etc. The building has 8 stairways and cost \$417,000, exclusive of site.

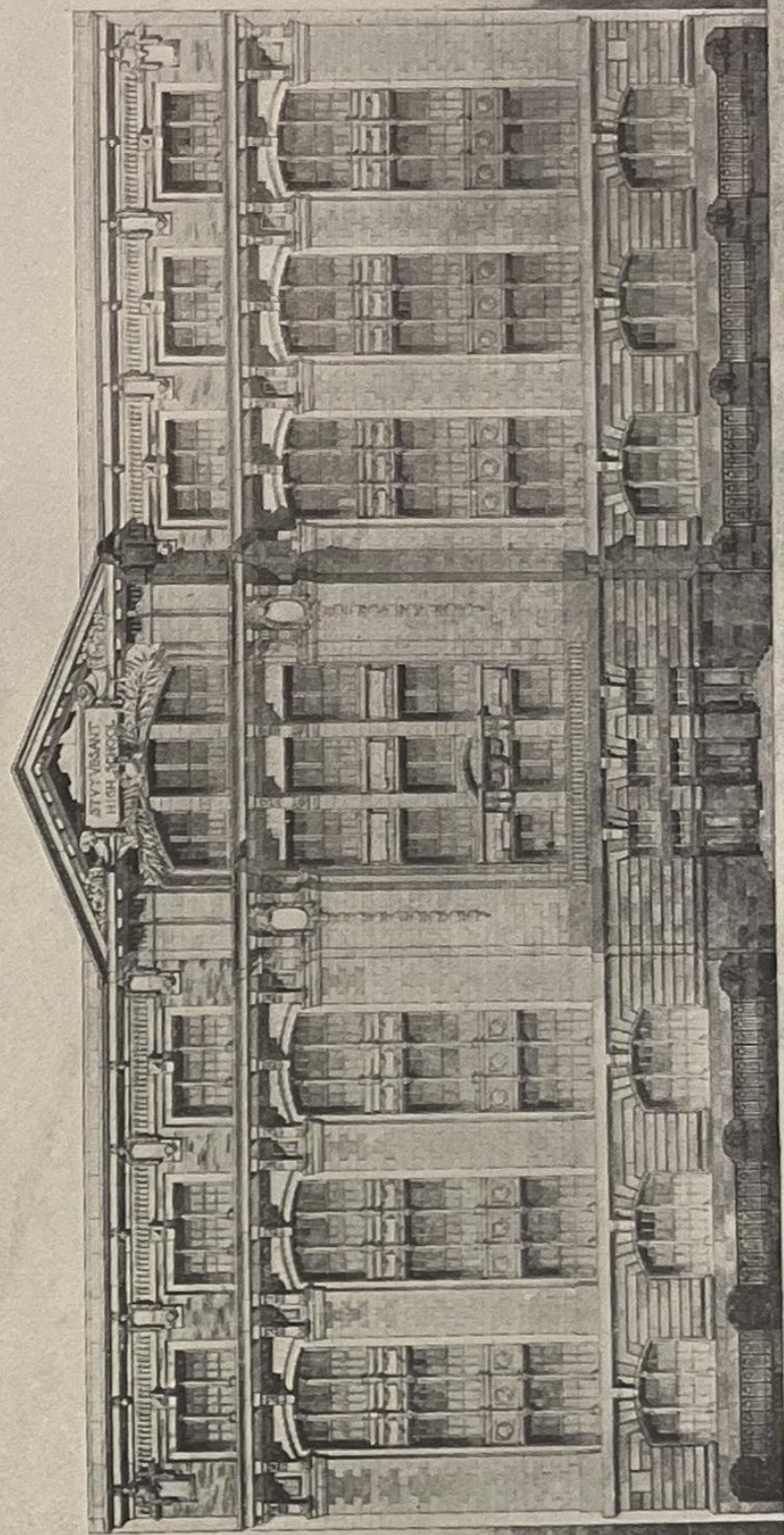
DE WITT CLINTON HIGH SCHOOL.

The plans and view of the De Witt Clinton High School are also published, this being one of the largest schools in the world, accommodating 3,750 students, containing a subbasement, basement, 5 floors, and an attic. In the subbasement heating, ventilating, and coal-storage space is provided, and the greater part of the basement is occupied by gymnasium, shower baths, locker rooms, and the main floor of the auditorium. The first floor contains the gallery and upper part of the auditorium, a number of office rooms, and from the second floor upward the building assumes the H shape, with 2 of the arms elongated; and none of the walls being party walls, 2 tiers of class rooms and laboratories are provided with corridor between. The second floor is given over to biological laboratories, library, drawing and class rooms, and small gymnasium, with a few store-rooms and toilet rooms. The third floor is similarly arranged. The fourth floor is given over largely to class rooms, study hall, and library. The fifth floor, laboratories for chemistry, study hall, lecture rooms, and class rooms, and in the attic a large, well arranged lunch room is provided. The building is very handsomely furnished. It is noted that the auditorium possesses a \$7,000 pipe organ, and among its decorations are 2 large paintings, with ex-Governor Clinton as the feature. This room has a capacity for about 2,000 pupils, is well arranged, and provides for access from outside without the necessity of passing through any portion of the building. The building cost about \$650,000, exclusive of site.

STUYVESANT HIGH SCHOOL.

The Stuyvesant High School, Borough of Manhattan, another magnificent and recent building, intended for high school and manual training purposes, is also of the H type, with party walls, the H, however, being turned the other way from the usual plan—that is, with the crossbar normal to the 2 main fronts—thus giving 2 courts with party walls extending only part way from the face to the back of the building, the 2 courts being equal in size and being occupied in the main and first floors by having the court space occupied on the one side by the assembly room and on the other side by the gymnasium. The auditorium is 100 by 77 feet and the gymnasium 93 by 100 feet, the latter having lockers and bathrooms adjoining. The first floor, in addition to the gallery of the auditorium and gymnasium, contains 2 chemical laboratories, 2 class rooms, 2 drawing rooms, and 2 shops, besides a study hall. The second floor has 8 class rooms, 2 drawing rooms, 4 shops, 2 physical laboratories, and 1 lecture room. The third floor contains 1 chemical laboratory, 8 class rooms, 1 drawing room, 5 shops, 1 physical laboratory, 1 lecture room, and 1 library room. The fourth floor has 15 class rooms, 2 drawing rooms, 4 shops, and 1 lecture room. The fifth floor, 16 class rooms, 2 drawing rooms, and 4 shops. The class rooms are of standard size, while the drawing rooms and shops are each 26 by 50 feet. Many of the rooms occupied as manual training shops overlook the courts above the roofs of the assembly room and gymnasium and have these sides, composed almost entirely of glass, set in iron framework in panels about 2 feet wide, extending from floor to ceiling, and hinged at the top to be swung outward at the bottom.

A feature of the gymnasium worthy of note consists in taking advantage of the fact that the running track is on about the same level as the first-story floor, to provide direct access to this track from the main corridor, the running track itself being developed into a gallery, the inner portion being arranged for seating spectators who may desire to witness exercises or games on the main floor below, while the running track encircles the outer edge, and is separated from the inner portion by a wire screen. This is believed to be an admirable feature, especially in a high school gymnasium, where parents and visitors constantly desire to witness the work and are in this way accommodated without in any manner disturbing or impeding any of the gymnasium work. There are 4 stairways, all of the double type, inclosed with wire glass. All corridors are floored with asphaltic concrete. The cost of this building is a little under \$700,000 for general construction only, exclusive of site. The site cost over \$360,000 and the supplemental contracts for furnishing the building are, in round numbers, as follows: Sanitary fittings, \$56,000; gas fittings,

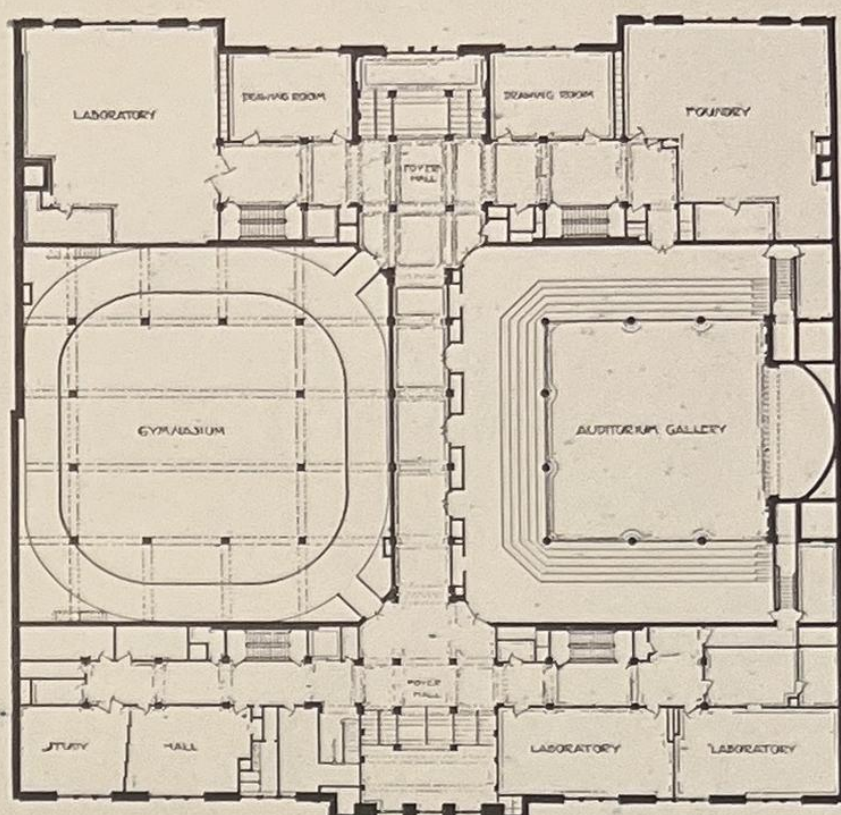


STUYVESANT HIGH SCHOOL
DESIGNED BY C. B. J. SNYDER, ARCHT.
NEW YORK, N. Y.

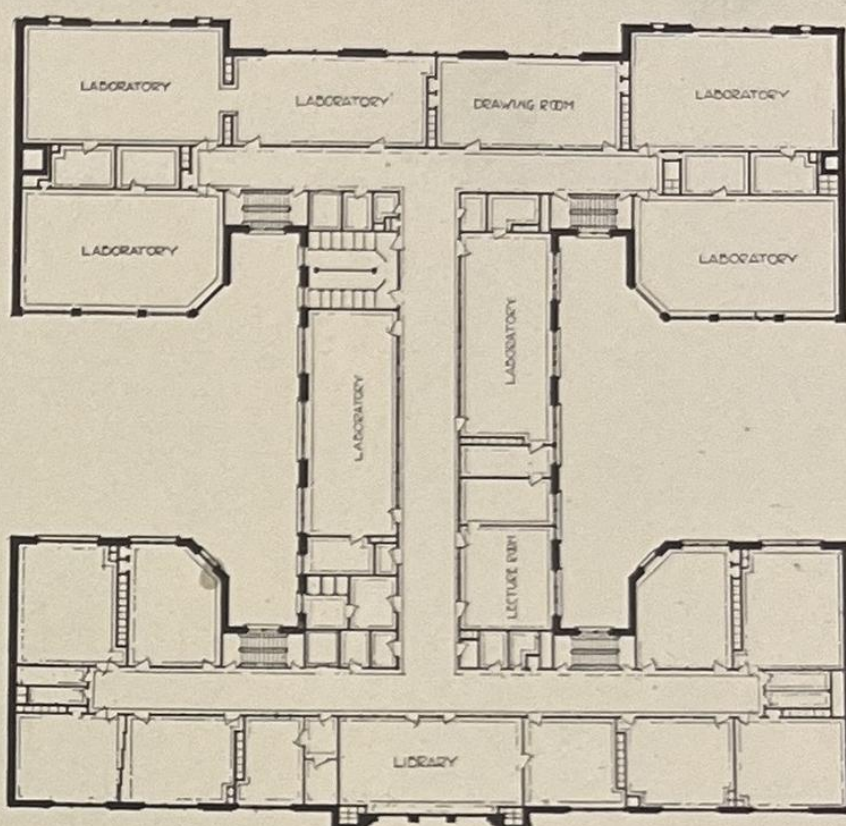
STUYVESANT HIGH SCHOOL.

NEW YORK.

C. B. J. SNYDER, ARCHT.



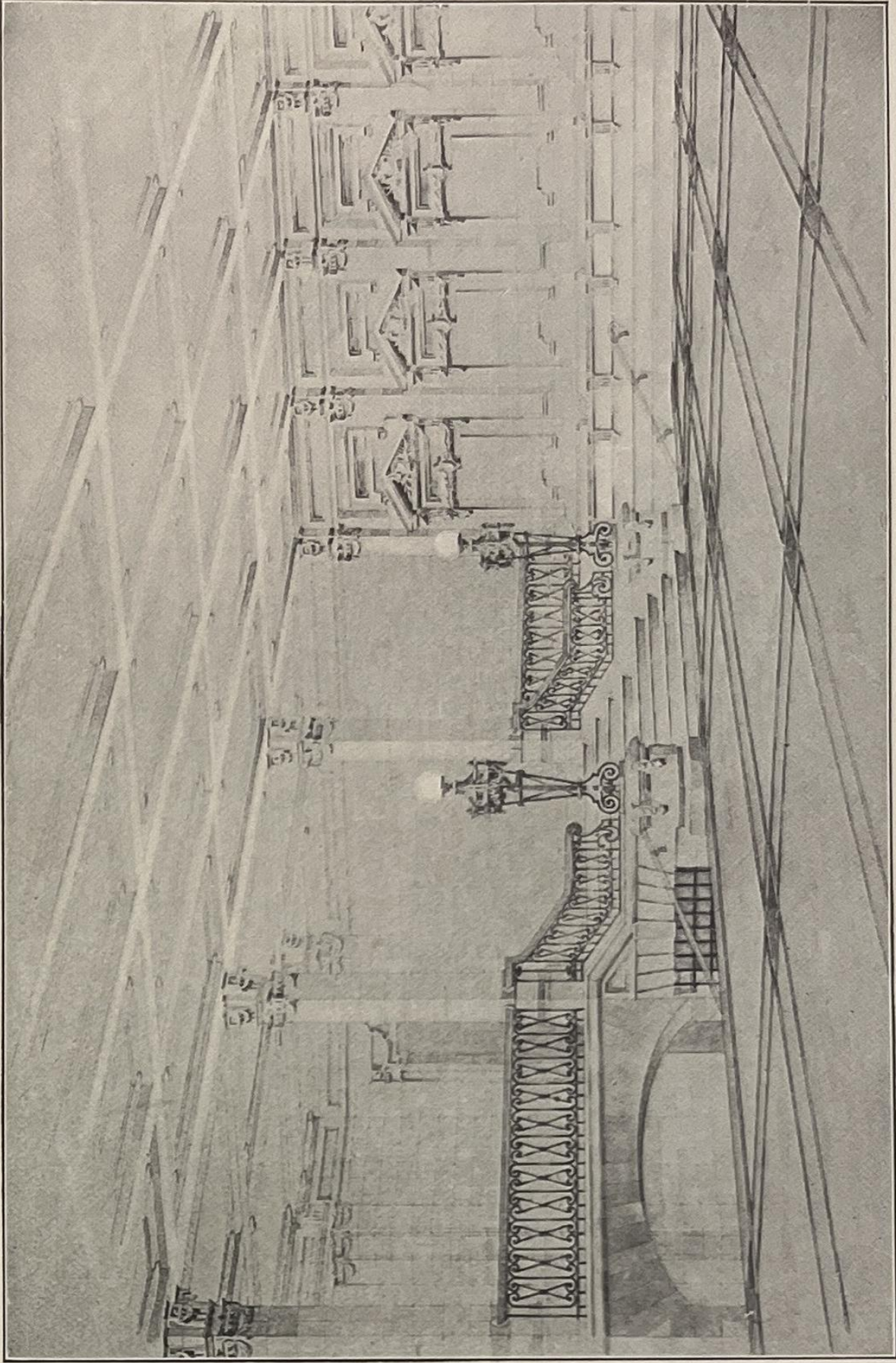
(First floor plan.)



(Second floor plan.)

STUYVESANT HIGH SCHOOL. NEW YORK.

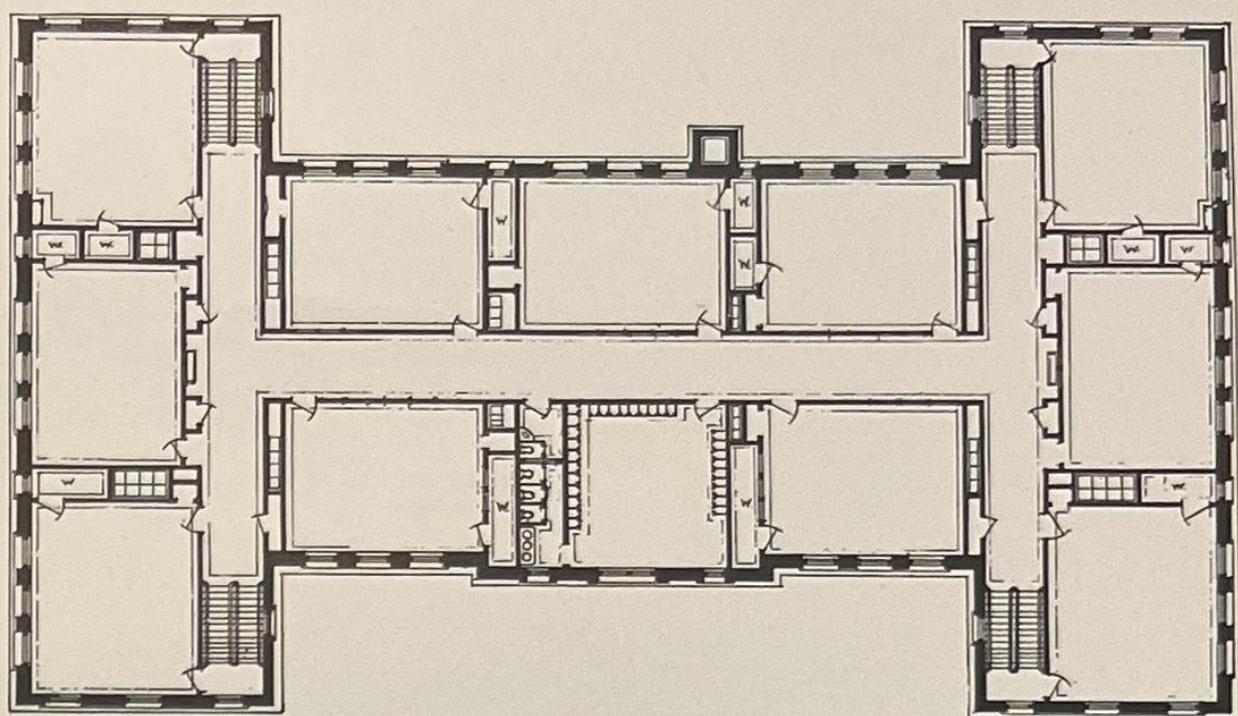
C. B. J. SNYDER,
ARCHITECT.



STUYVESANT HIGH SCHOOL.

NEW YORK.
(Entrance hall.)

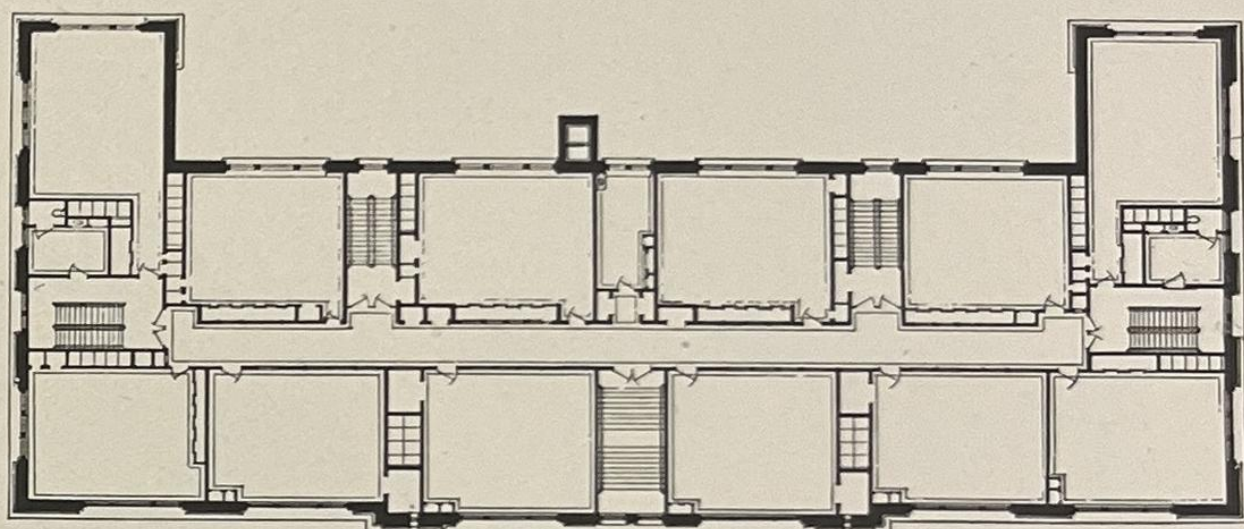
C. B. J. SNYDER, ARCHITECT.



PUBLIC SCHOOL NO. 84.

LONG ISLAND CITY.
(Second floor plan.)

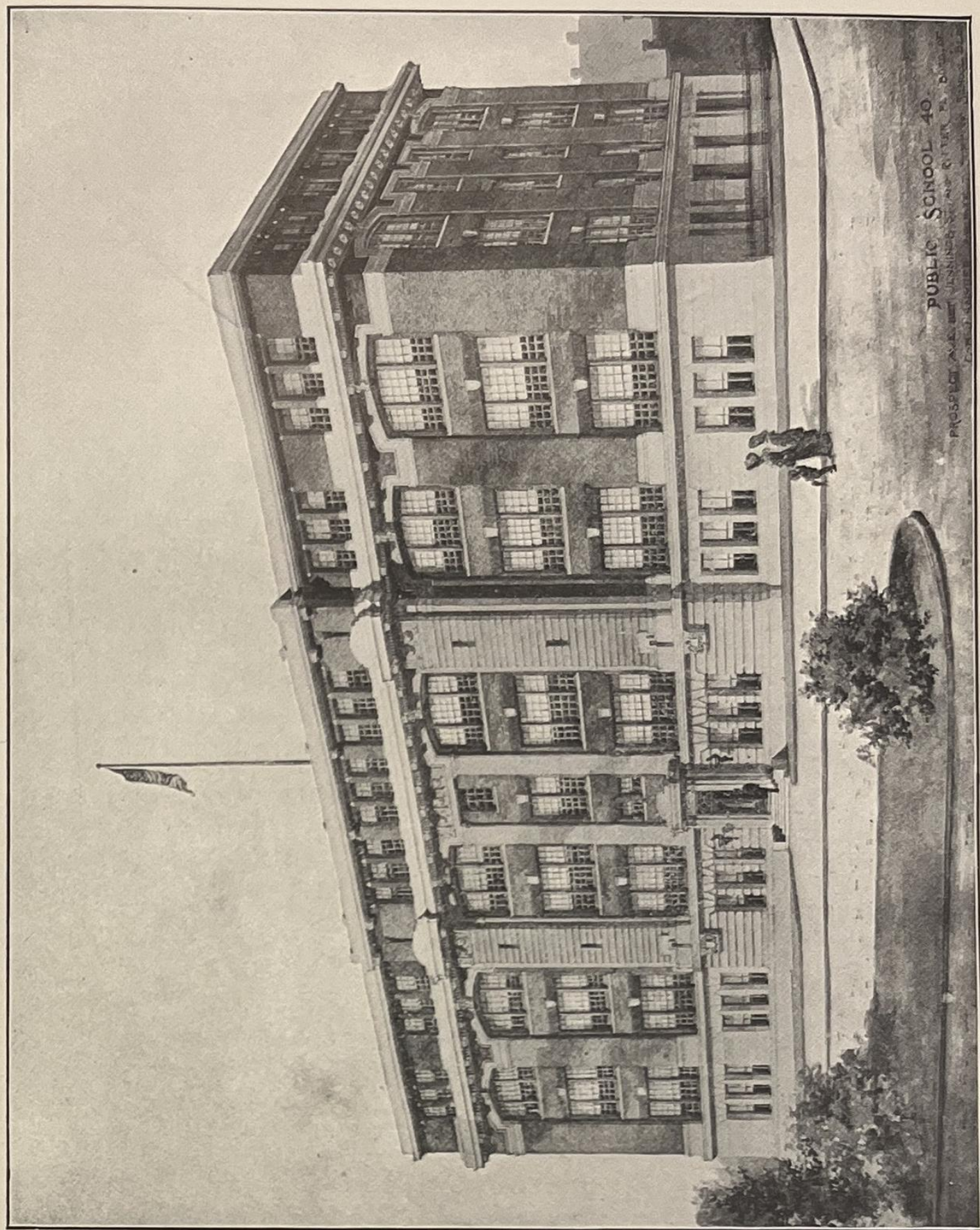
C. B. J. SNYDER,
ARCHITECT.



PUBLIC SCHOOL NO. 40.

NEW YORK.
(First floor plan.)

C. B. J. SNYDER,
ARCHITECT.



PUBLIC SCHOOL NO. 40
DESIGNED BY C. B. J. SNYDER
CONSTRUCTED BY J. J. JENNINGS
AND R. J. JENNINGS
ARCHITECTS

PUBLIC SCHOOL NO. 40.

NEW YORK.

C. B. J. SNYDER, ARCHITECT.

\$2,600; heat, light, and power equipment, \$87,000; electrical fittings, \$41,000; mechanical fittings, \$71,000; furniture and lockers, \$123,000.

PUBLIC SCHOOL NO. 84, LONG ISLAND CITY.

The plan is shown of public school No. 84, Long Island City, which is given as differing from the normal New York type, not being of excessive size (36 class rooms) and as being suburban in character. The building is of 3 floors and basement, the basement containing play rooms, toilets, and heating and ventilating apparatus. The first story provides principal's office, medical inspector's room, 2 kindergartens, and 9 class rooms. The second story has 11 class rooms, with a large teachers' room, provided with toilets, and the third floor has 8 class rooms, cooking room, workshop, lunchroom, storeroom, etc. An open assembly room is formed on the third floor by omitting the partitions of the 6 central class rooms and providing temporary partitions in the shape of sliding doors. The corridors are a little wider than is usual in the New York schools, this being caused by the arrangement of the stairs, which are at the ends of the 2 side corridors, and the inside of the side tiers of the class rooms. The rooms in this building have outside light, the corner rooms having bilateral light. The cost of this building is slightly less than \$250,000 for the building alone, exclusive of site and all fittings.

PUBLIC SCHOOL NO. 40, THE BRONX.

Another type of large school suitable for semiurban conditions in a rapidly growing city is public school No. 40, Borough of the Bronx. This building has been erected in the midst of a section where a transformation from 1-family buildings to apartment houses was rapidly taking place at the time the contract was let. As one instance of the problem in New York, it may be stated that within a radius of 500 yards of this building site, at the time the contract was let for its construction, 69 apartment houses were under construction, with total accommodations for over 800 families, or possibly over 4,000 people.

The building has a basement and 4 stories, with a cellar under the basement for boilers and storage for coal. The building is of the corridor type, having 6 class rooms on the front by 2 rooms deep, the end rooms in the rear being thrown back to provide space for stairways and administration rooms. The basement provides a large indoor playground, kindergarten rooms, and workshop, and on each of the 4 floors, 12 class rooms are provided, some rooms on the second and fourth floors being provided with sliding-door partitions, which can be thrown back, forming assembly halls. There are 4 flights of stairs besides the central entrance stairway on the first floor. The space occupied by this stair on the first floor forms a small extra

room on each floor above. The total cost of this building is slightly less than \$350,000, exclusive of the site and all fittings.

PUBLIC SCHOOL NO. 30, RICHMOND.

A good type of building for suburban conditions has been erected in the Borough of Richmond, viz, public school No. 30, on the Boulevard, between Fisk and Wardwell avenues, illustrating a clean and compact arrangement of rooms and stairways. This building has a basement and 2 floors, the basement containing 2 playrooms, toilet rooms, heating and ventilating apparatus and coal-storage space. The first floor contains 6 large and 2 small rooms, the 4 central class rooms being arranged to be thrown into an assembly room. The second floor provides the same number of rooms, with partitions permanently fixed. The building is of slow-burning construction, but not fire-proof, as most of the newer New York schools are, and cost, exclusive of site and fittings, about \$86,000.

PARENTAL HOME SCHOOL, FLUSHING.

Plans are also given for the Parental Home School, in Flushing, which provides for a group of buildings for proper enforcement of the compulsory education laws against truants. The scheme provides for many more buildings than are now erected. The combined administration and school buildings, 3 dormitory buildings, power house, and farm buildings have now been built, as shown in solid black on the plans submitted herewith, through the courtesy of Mr. Snyder. These plans are sufficiently complete to be self-explanatory. The dormitories accommodate 60 boys, 30 in each half of the building, a half-building being considered as a unit. A dormitory building is designed so that the boys on entering their cottage from the schoolroom, work or play, pass directly through a hallway and into the basement, where their outdoor clothing is removed in a large, light dressing room, provided with lockers and seats, and also with drying apparatus, lavatories, shower baths, and toilets. Outdoor shoes are here removed and house slippers or moccasins donned, after which the boys are allowed access to the upstairs rooms. A more complete description of this installation will be found in the report of the superintendent of school buildings of New York City for the year 1906.

NEW TYPE—NEW YORK.

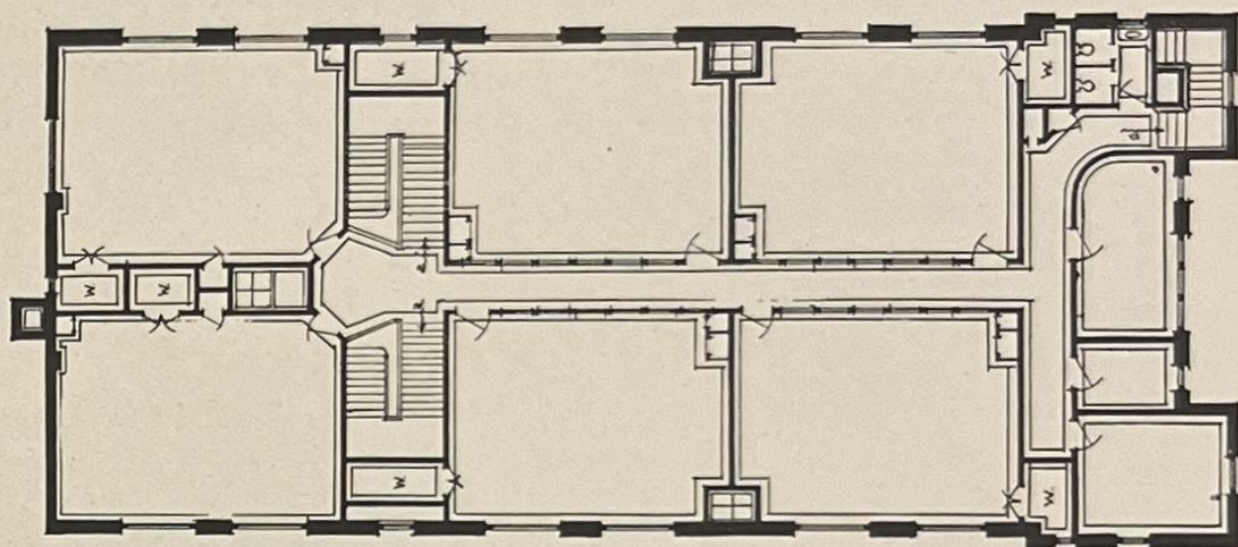
Plans are also shown for the latest type of school building developed in New York City during the past two years, for a semiurban locality where exposure is had on all sides. This is very similar to the public school No. 40, Borough of the Bronx, previously described, but differs by the introduction of an assembly hall accessible to the



PUBLIC SCHOOL NO. 30.

RICHMOND BOROUGH.

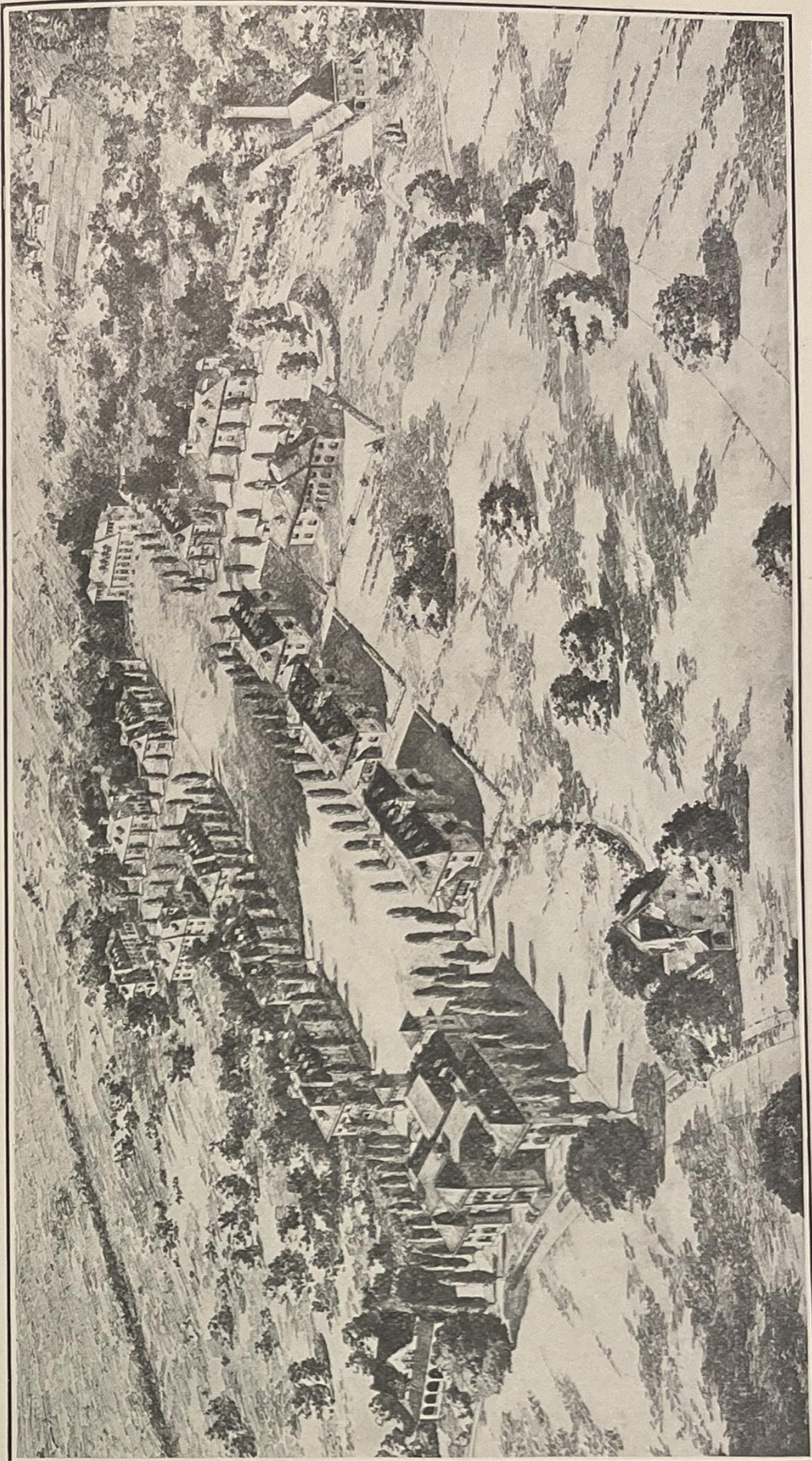
C. B. J. SNYDER,
ARCHITECT.



PUBLIC SCHOOL NO. 30.

RICHMOND BOROUGH.
(Second floor plan.)

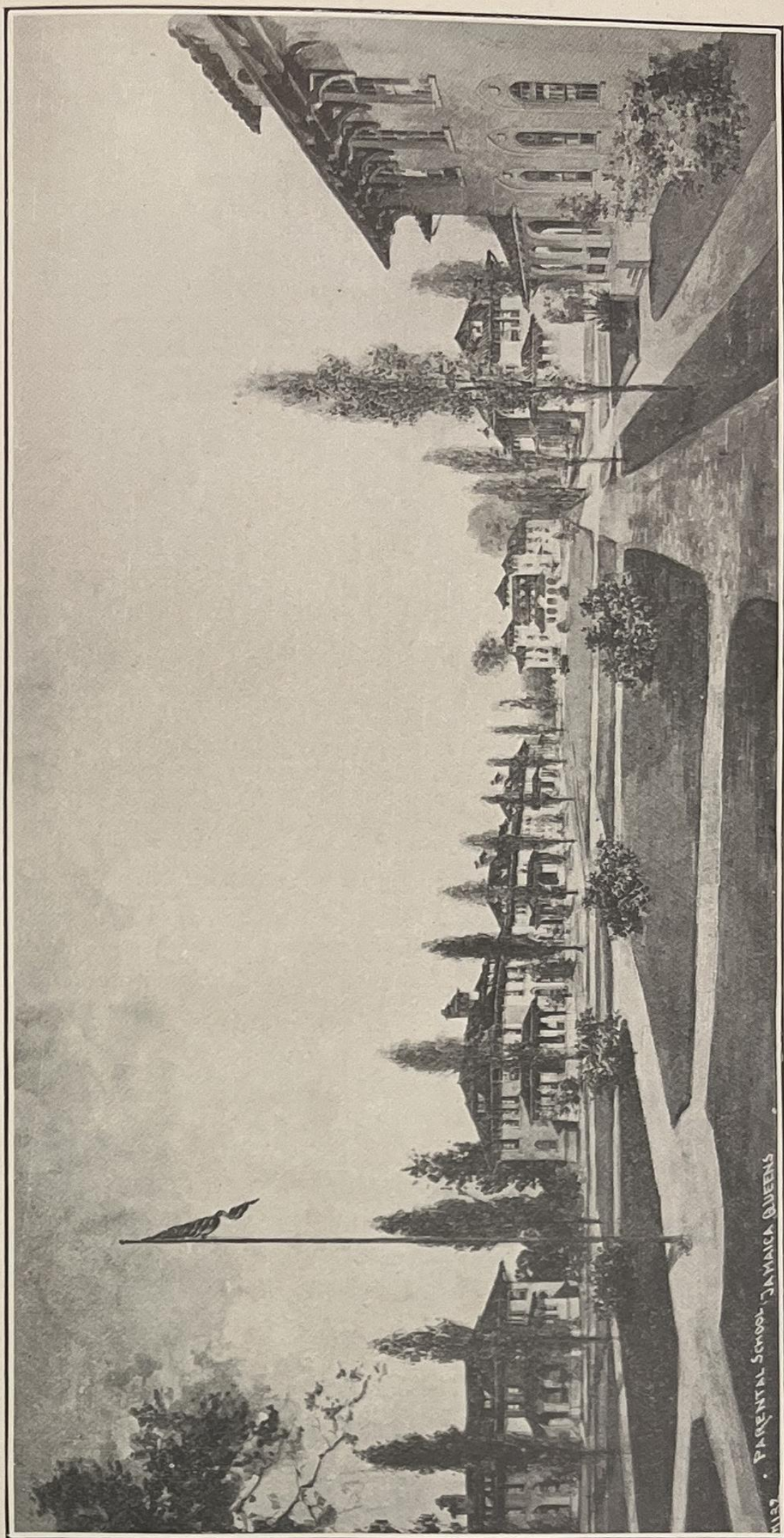
C. B. J. SNYDER,
ARCHITECT.



C. B. J. SNYDER, ARCHITECT.

FLUSHING.
(Bird's eye view.)

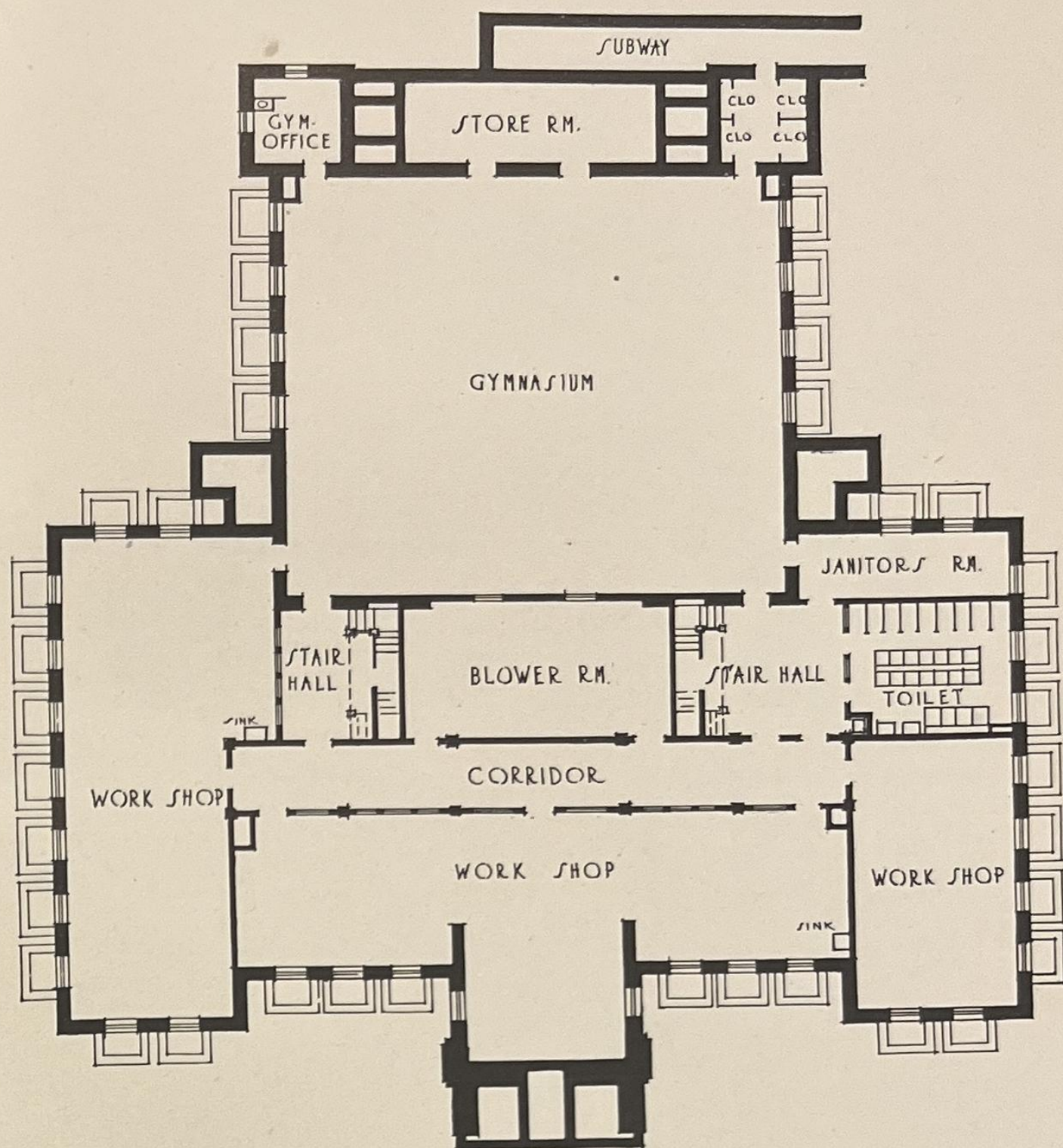
PARENTAL HOME SCHOOL.



PARENTAL HOME SCHOOL.

FLUSHING.
(General view.)

C. B. J. SNYDER, ARCHITECT.

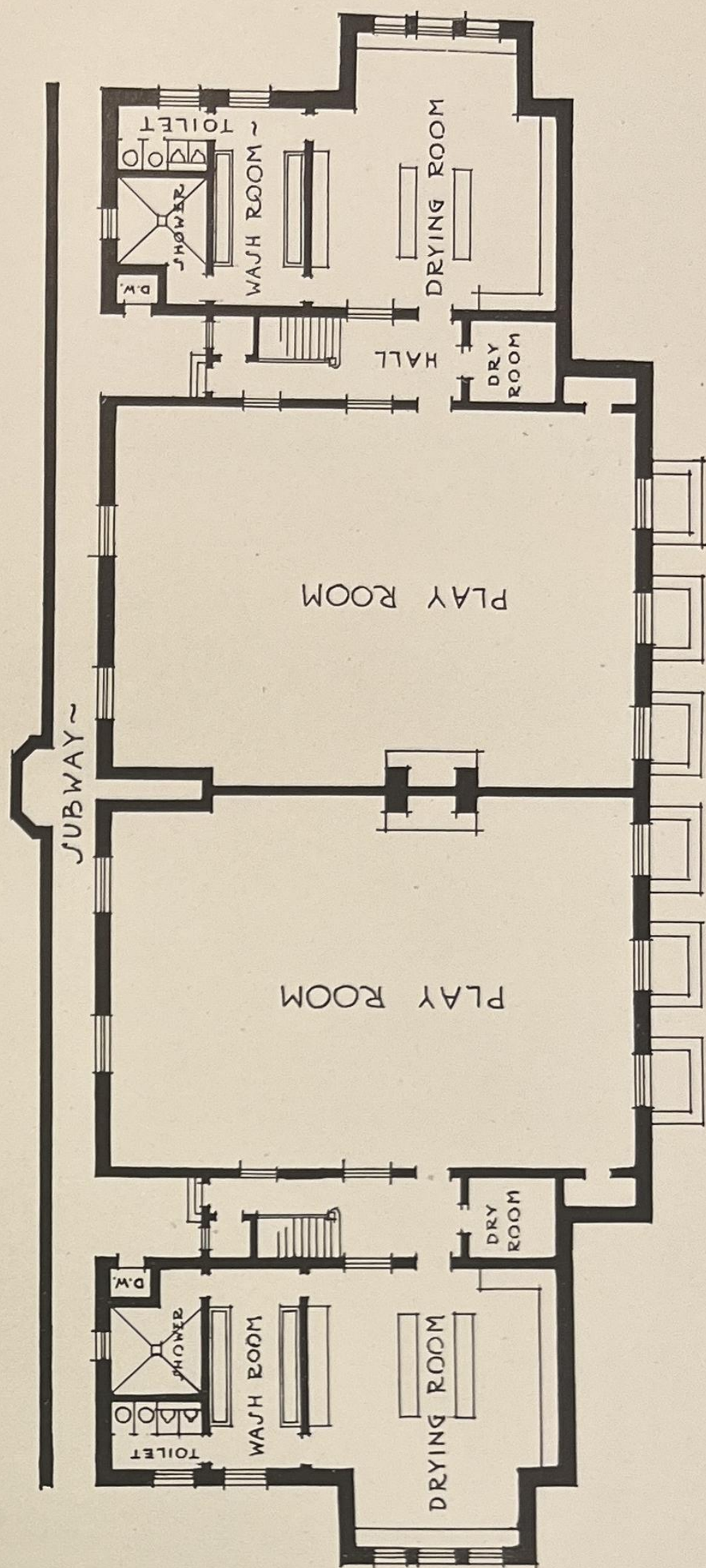


PARENTAL HOME SCHOOL.

FLUSHING.

C. B. J. SNYDER,
ARCHITECT.

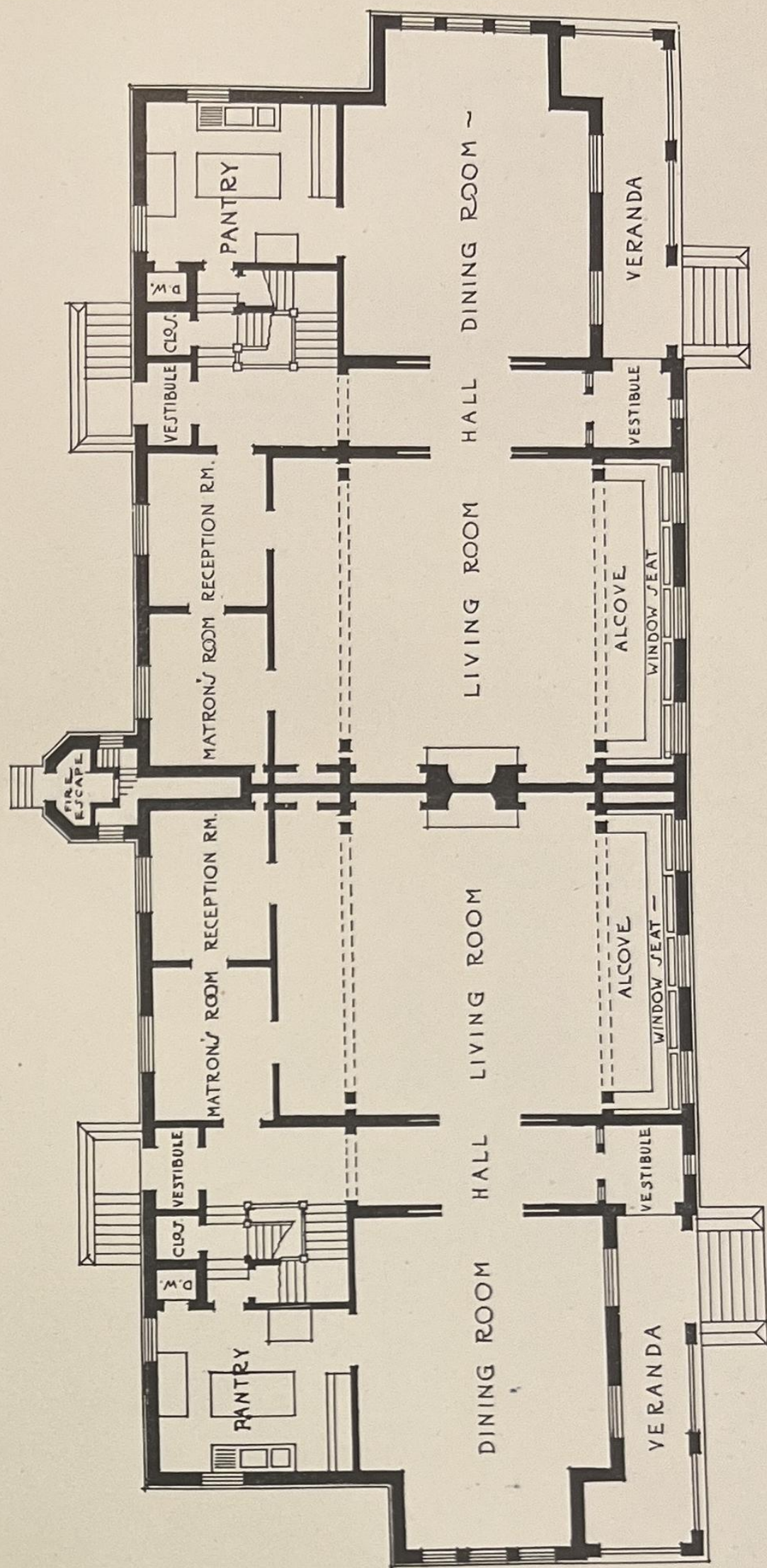
(Basement plan, Administration Building.)



PARENTAL HOME SCHOOL.

FLUSHING.
(Basement plan, Dormitory Building.)

C. B. J. SNYDER,
ARCHITECT.

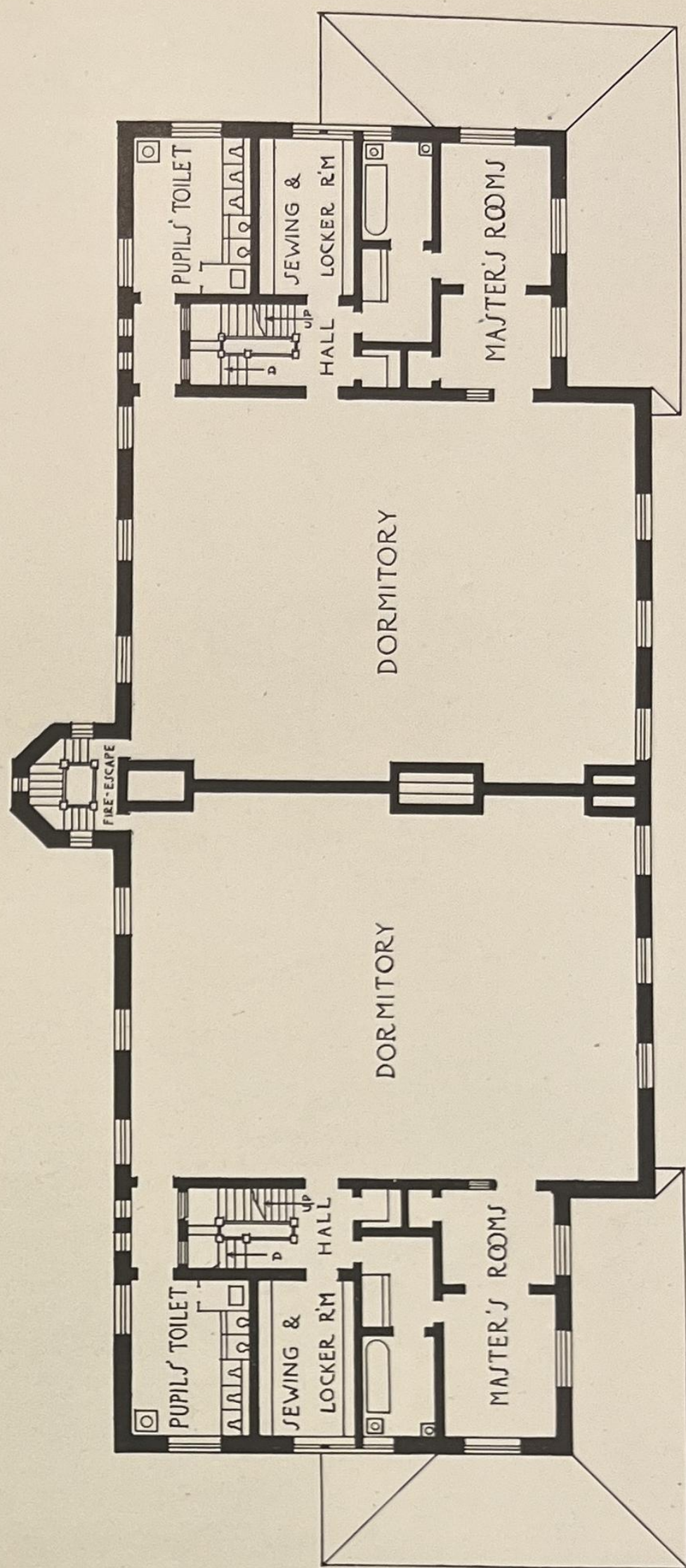


FLUSHING.

(First floor plan, Dormitory Building.)

PARENTAL HOME SCHOOL.

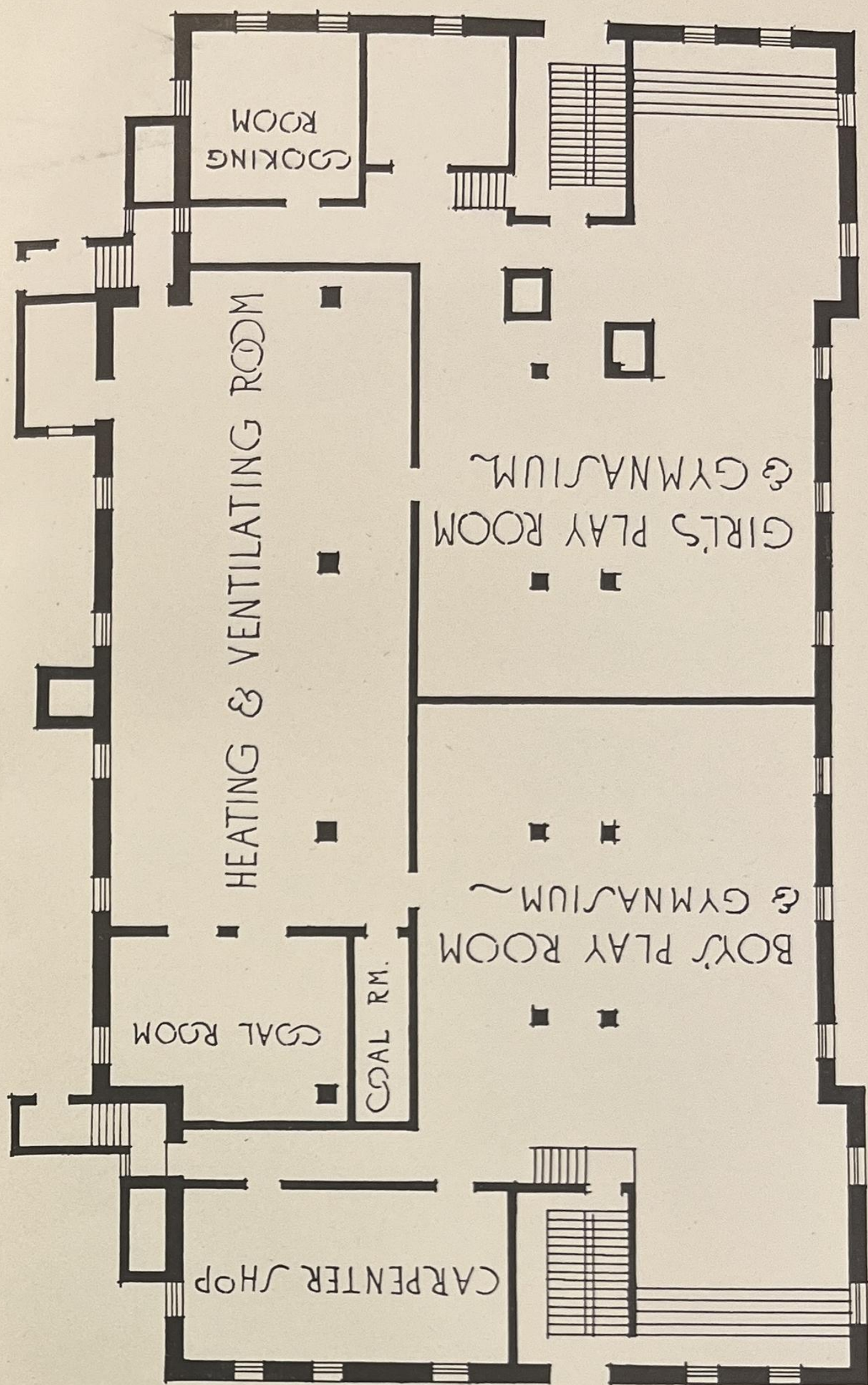
C. B. J. SNYDER,
ARCHITECT.



C. B. J. SNYDER,
ARCHITECT.

FLUSHING.
(Second floor plan, Dormitory Building.)

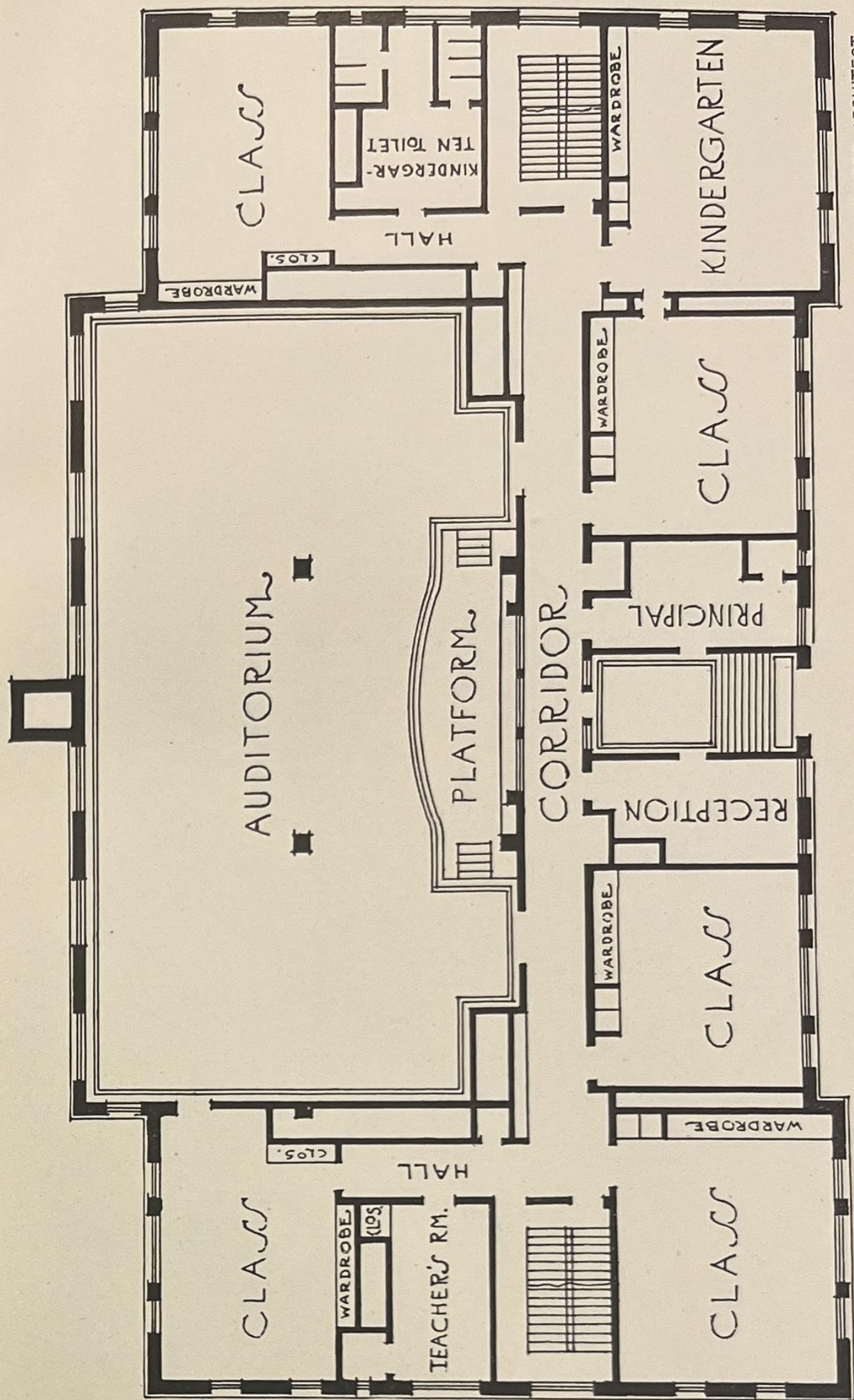
PARENTAL HOME SCHOOL.



C. B. J. SNYDER, ARCHITECT.

NEW YORK.
(Basement plan.)

NEW TYPE SCHOOL.



C. B. J. SNYDER, ARCHITECT.

NEW YORK.

(First floor plan.)

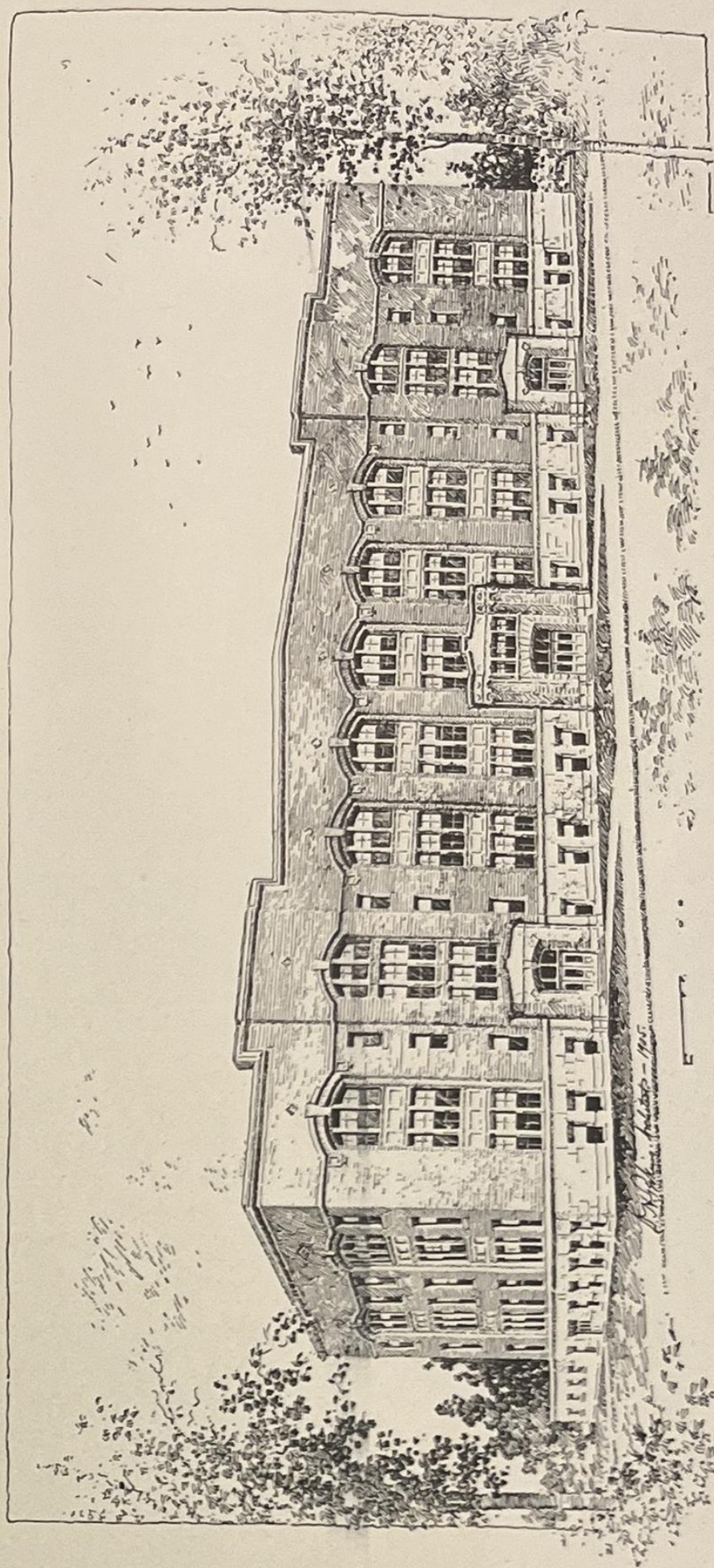
NEW TYPE SCHOOL.



NEW TYPE SCHOOL.

NEW YORK.
(Second floor plan.)

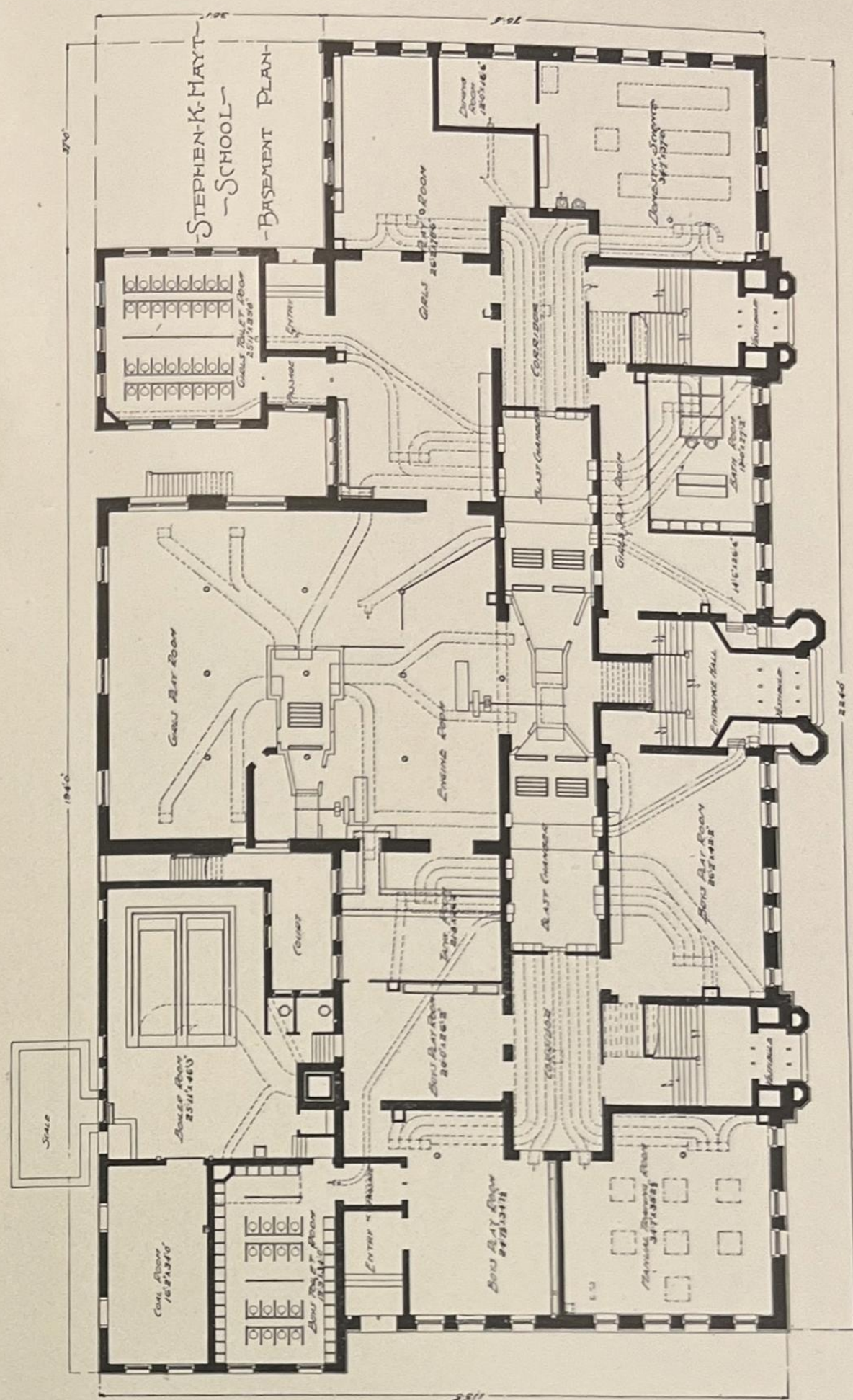
C. B. J. SNYDER, ARCHITECT.



D. H. PERKINS, ARCHITECT.

CHICAGO.

STEPHEN K. HAYT SCHOOL.

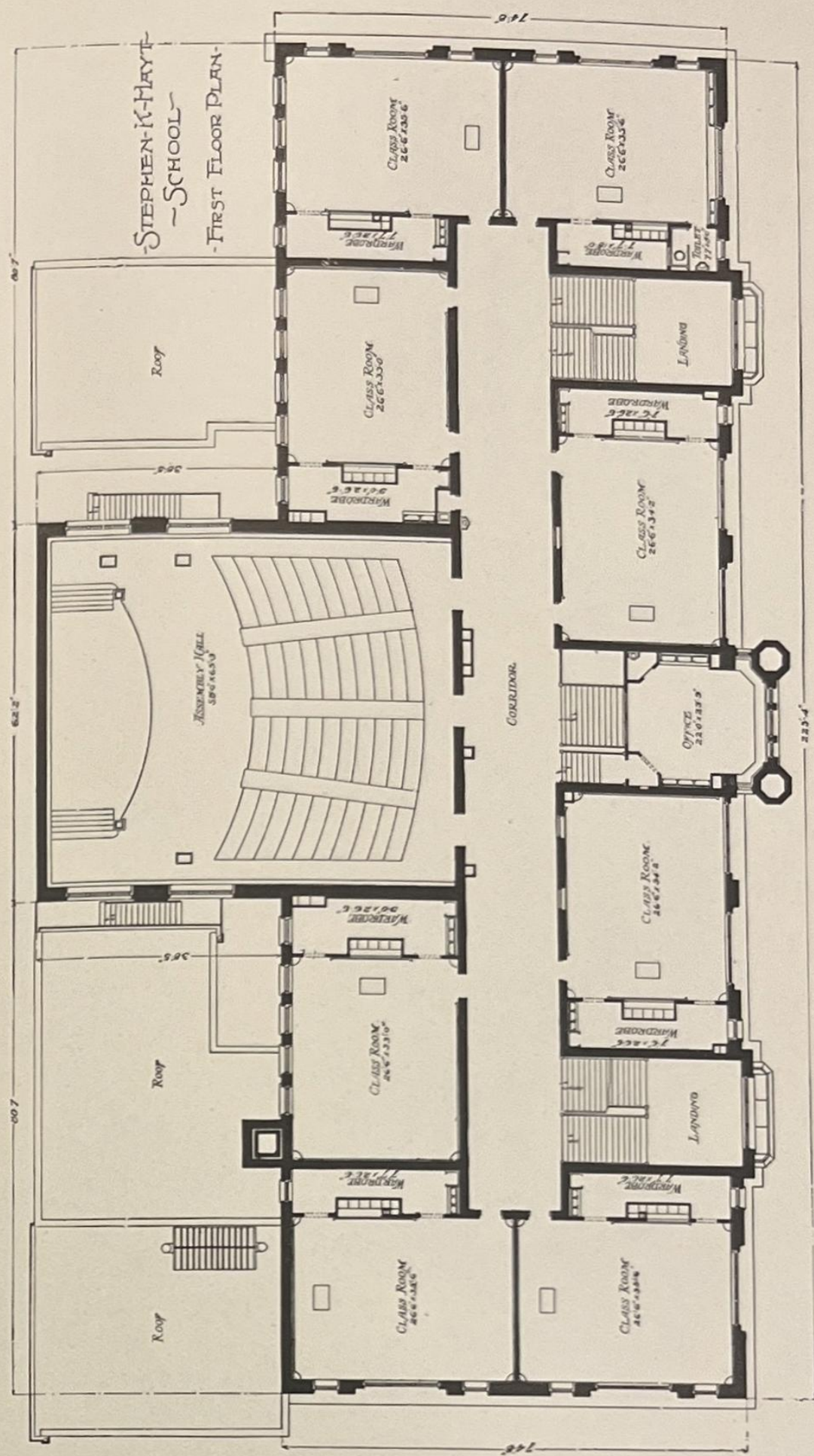


D. H. PERKINS, ARCHITECT.

CHICAGO.
(Basement pla

STEPHEN K. HAYT SCHOOL.

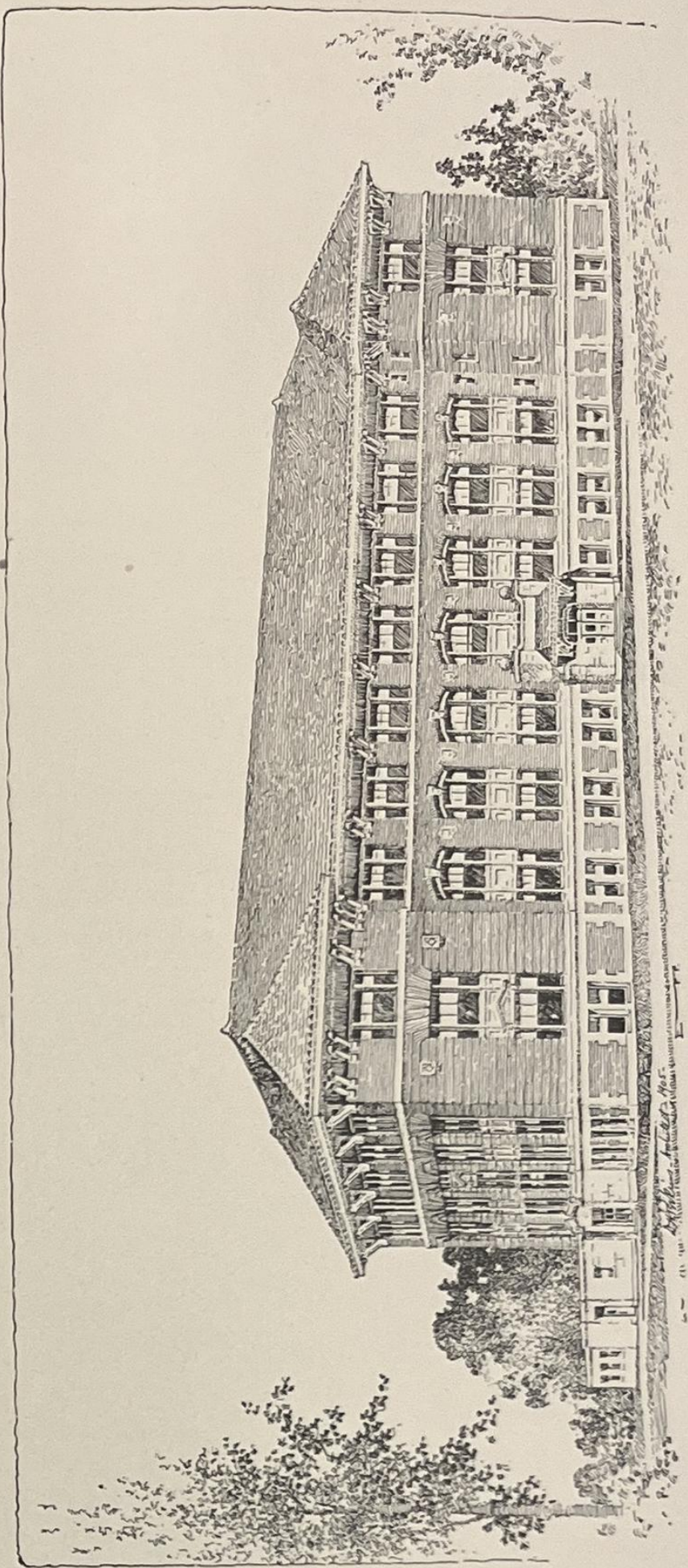
D. H. PERKINS, ARCHITECT.



D. H. PERKINS, ARCHITECT.

CHICAGO.
(First floor plan.)

STEPHEN K. HAYT SCHOOL.



D. H. PERKINS, ARCHITECT.

CHICAGO.

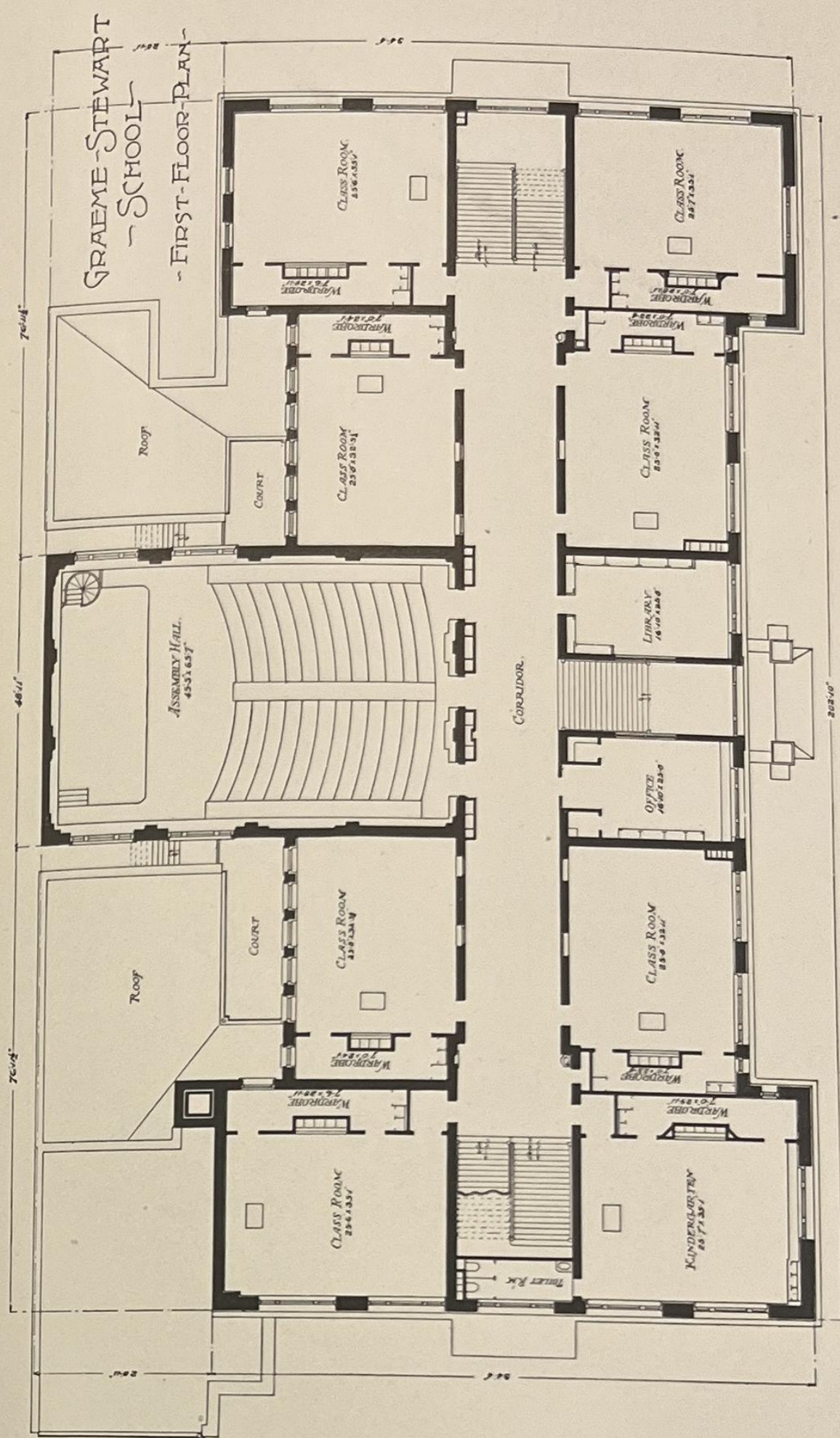
GRAEME STEWART SCHOOL.

[illegible]

D. H. PERKINS, ARCHITECT.

CHICAGO,
(Basement plan.)

GRAEME STEWART SCHOOL.



D. H. PERKINS, ARCHITECT.

CHICAGO.

(First floor plan.)

GRAEME STEWART SCHOOL.

general public, without the necessity of going through the corridors of the building. A floor plan is designed with 10 class rooms for each floor, excepting that the center front room on the first floor is thrown into an entrance hall, principal's office and reception room, and the 3 rear class rooms on this floor are done away with. The wall is moved back so that an inclosed space is provided, about 50 by 90 feet, obstructed by only 2 columns near the center, which are used to support the rear wall of the building above this floor, an assembly hall being thus formed seating about 650, lighted by large skylights in the roof and 4 windows at the rear, the platform being placed next to the corridor, so that the children do not face the light. Entrance is had through the main entrance hall and the corridor, with special exits by 2 doorways at the rear of the hall and by a short flight of steps leading directly outdoors. The building thus gives, in addition to the assembly hall, 6 class rooms on the first floor and 10 on each succeeding floor, all of the rooms having ample outside light and the corridor being end-lighted. The typical New York double stairs are used. Plans of this type are given.

The Commission acknowledges its indebtedness for these complete plans to Mr. C. B. J. Snyder, superintendent of school buildings, of New York.

SCHOOL BUILDINGS OF CHICAGO.

The Chicago schools have been developed in part along the New York block plan. The grammar schools in Chicago of recent design may be regarded in many ways as model buildings. Three of them are shown herewith.

STEPHEN K. HAYT SCHOOL.

The Stephen K. Hayt School, with basement and 3 floors, has in the basement toilet rooms, boiler and engine rooms, 2 large girls' play rooms and 3 smaller boys' play rooms, a manual training room, and a domestic science room. Three front entrances are provided, the stairs leading from them up and down. The first floor provides principal's offices, assembly room, and 8 schoolrooms, each of which is provided with a separate wardrobe. The upper floors contain the same number of class rooms, the second floor having assembly room gallery and the third floor gymnasium in the space occupied by the assembly hall.

GRAEME STEWART SCHOOL.

The Graeme Stewart School type is similar to the Stephen K. Hayt School type excepting that the 2 side stairways are removed to the end of the corridor. The Hayt type lends itself better to the extensible idea, as 6 rooms can be added at each end of a 12-room building, allowing it to be conveniently extended, with the growth of the

section, to 24 rooms. The Graeme Stewart type is more economical of space in its ultimate solution, providing more office, library, and teachers' rooms in the same space. The corridors in the Hayt School type are much better lighted than would appear from the plans, indirect light being had through the class rooms by interior windows. The other type is better lighted by direct light from the stair space.

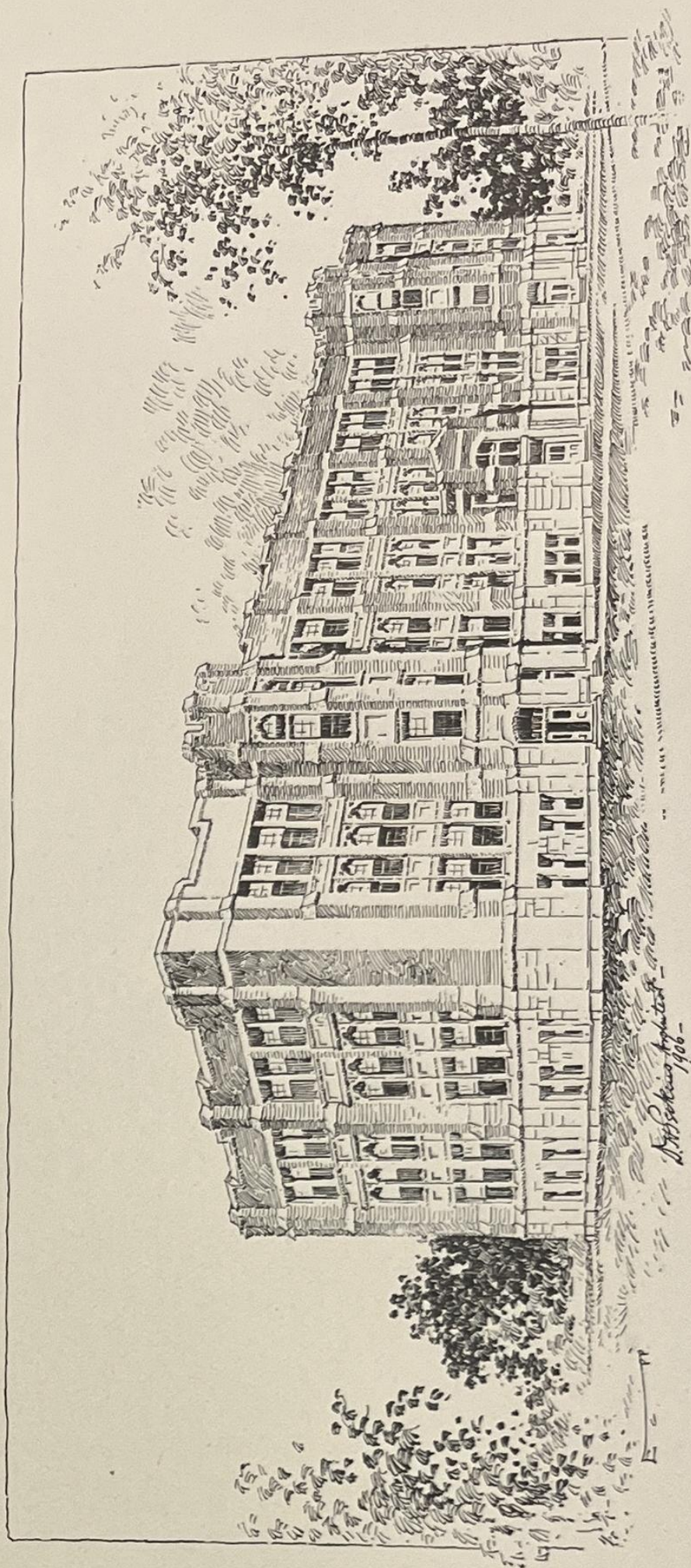
BERNHARD MOOS SCHOOL.

The Bernhard Moos type is shown, together with a ground plan showing an admirable arrangement of playground space. This building, while to-day built in Chicago entirely as a finished building, is a fine example of the extensible type. The building may be completed with 4 rooms for each floor of 3 floors, and with assembly hall in the first and second floors, and gymnasium in the third, with boiler and coal rooms almost detached from the building under and in rear of the assembly hall. The toilet space and play room space are provided for in a 12-room building, and each floor has both boys' and girls' toilet, the same being separated from the main corridor by passageways opening into an inclosed open-air court. The building can then be enlarged by the addition at either end, of 2 class rooms to each floor, the basement floors giving large rooms for manual training at one end and domestic science at the other, allowing for an ultimate expansion into an admirable 24-room building, the corridors in the completed building being remarkably well lighted for corridors which do not run entirely through the building. The secondary light through the wardrobes provided for end class rooms is exceptionably good.

Mr. Perkins has also worked out a new type for a large public school building which is a development of the New York block plan, occupies a complete lot of about 300 feet square, contemplates having a low basement given up to heating apparatus, the first floor on the street level, with the assembly hall in the center, wholly lighted through the ceiling, and the rooms surrounding it being class rooms, play rooms, toilets, etc., many of which would ordinarily be in the basement. Some play rooms are equipped as gymnasiums. Above the second floor this building is lighted from the court on which the corridors face, the class rooms being lighted from the outside. There are 16 rooms to a floor and toilets are provided on all floors. This plan is, however, suitable for a school of such size as would seldom be contemplated in Washington. The three previous examples, however, are regarded as admirable types for a 24-room school of 3 stories and basement, or for a sixteen-room school if built of 2 stories.

NEW TYPE—TILTON SCHOOL.

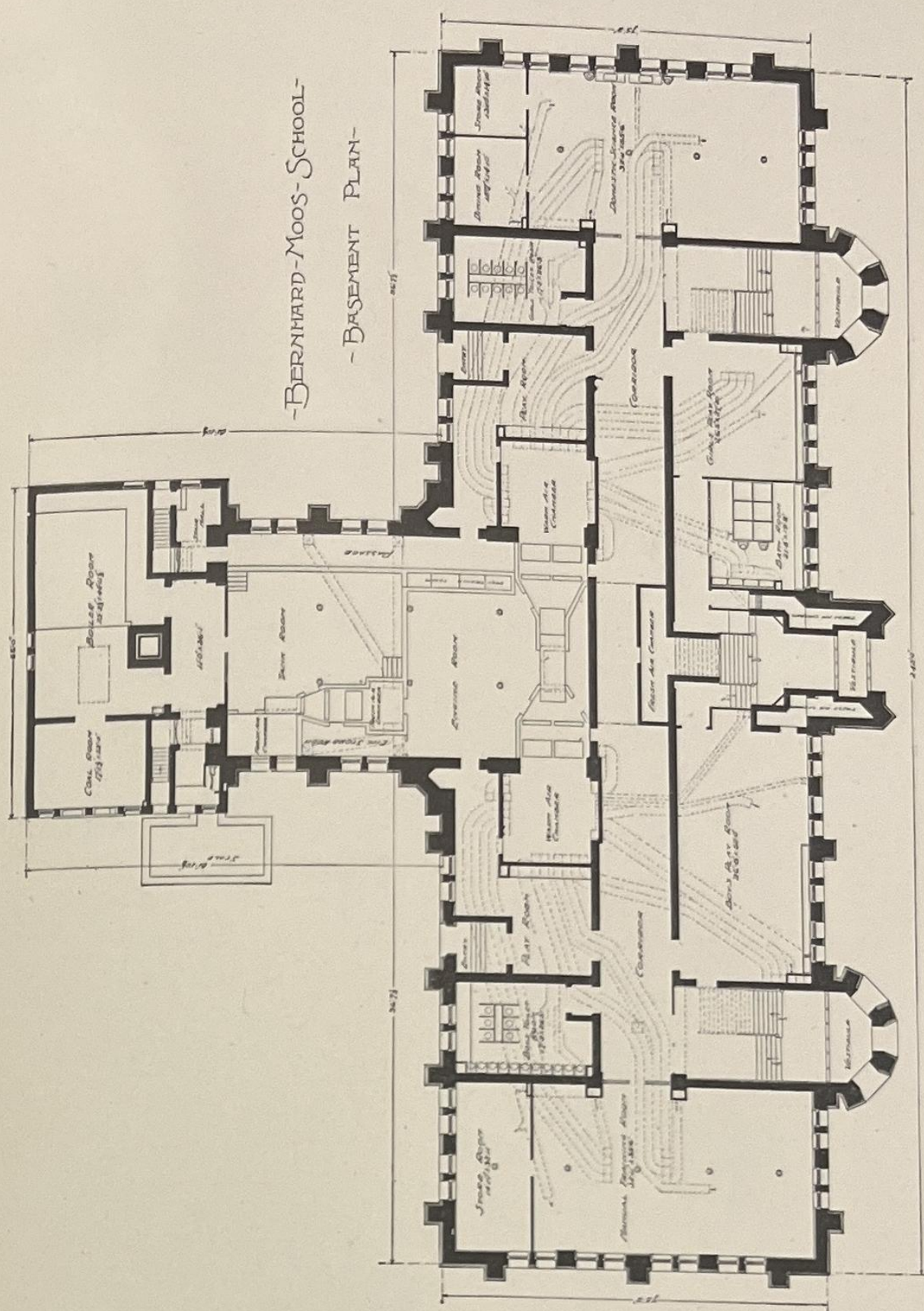
Perspective and plans are also shown of the latest type of schools in Chicago—a plan with many admirable features.



BERNHARD MOOS SCHOOL.

CHICAGO.

D. H. PERKINS, ARCHITECT.

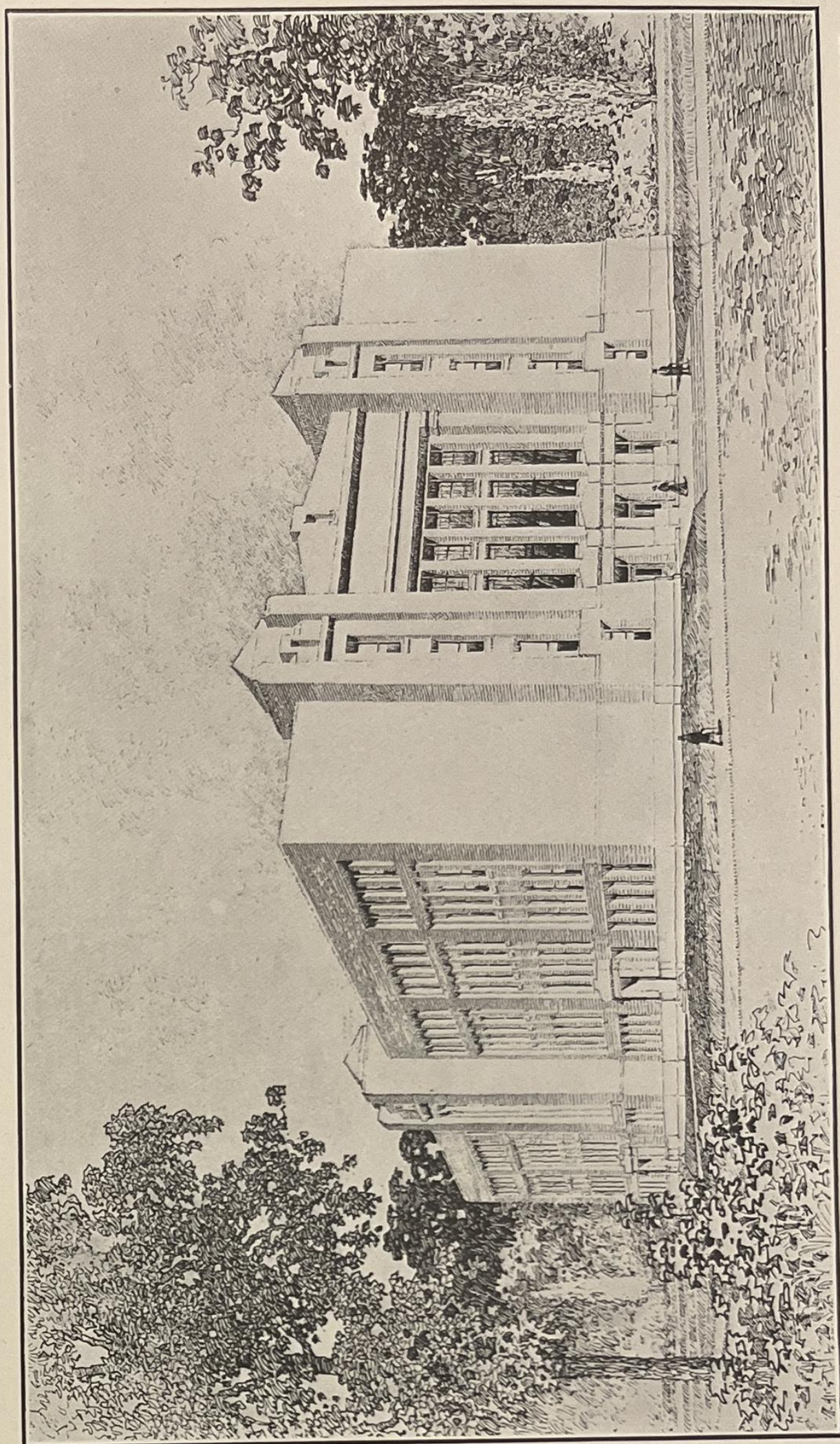


BERNHARD-MOOS-SCHOOL-
-BASEMENT PLAN-

D. H. PERKINS, ARCHITECT.

CHICAGO.
(Basement plan.)

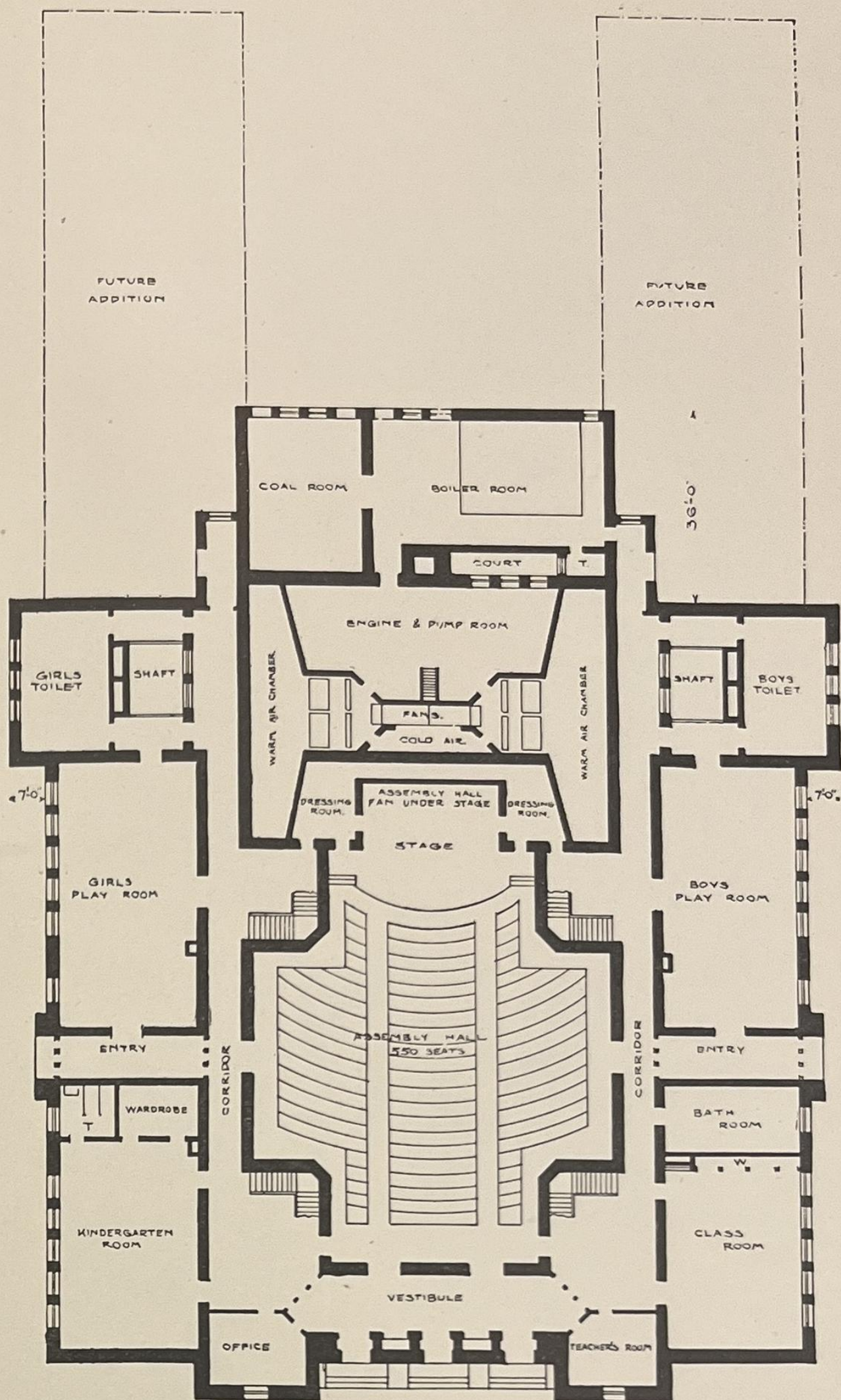
BERNHARD MOOS SCHOOL.



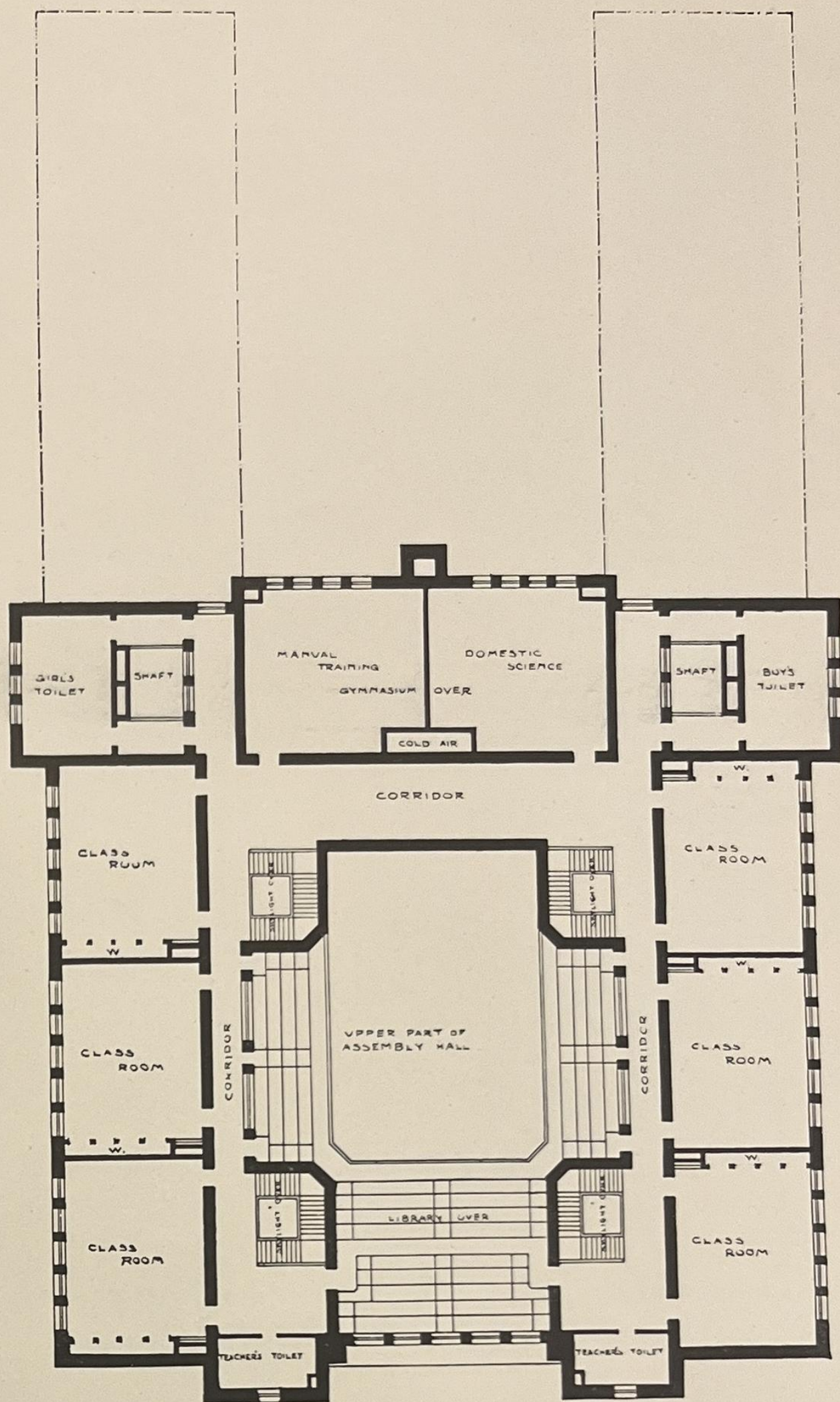
TILTON SCHOOL.

CHICAGO.

D. H. PERKINS, ARCHITECT.



FIRST FLOOR PLAN
142'-0"

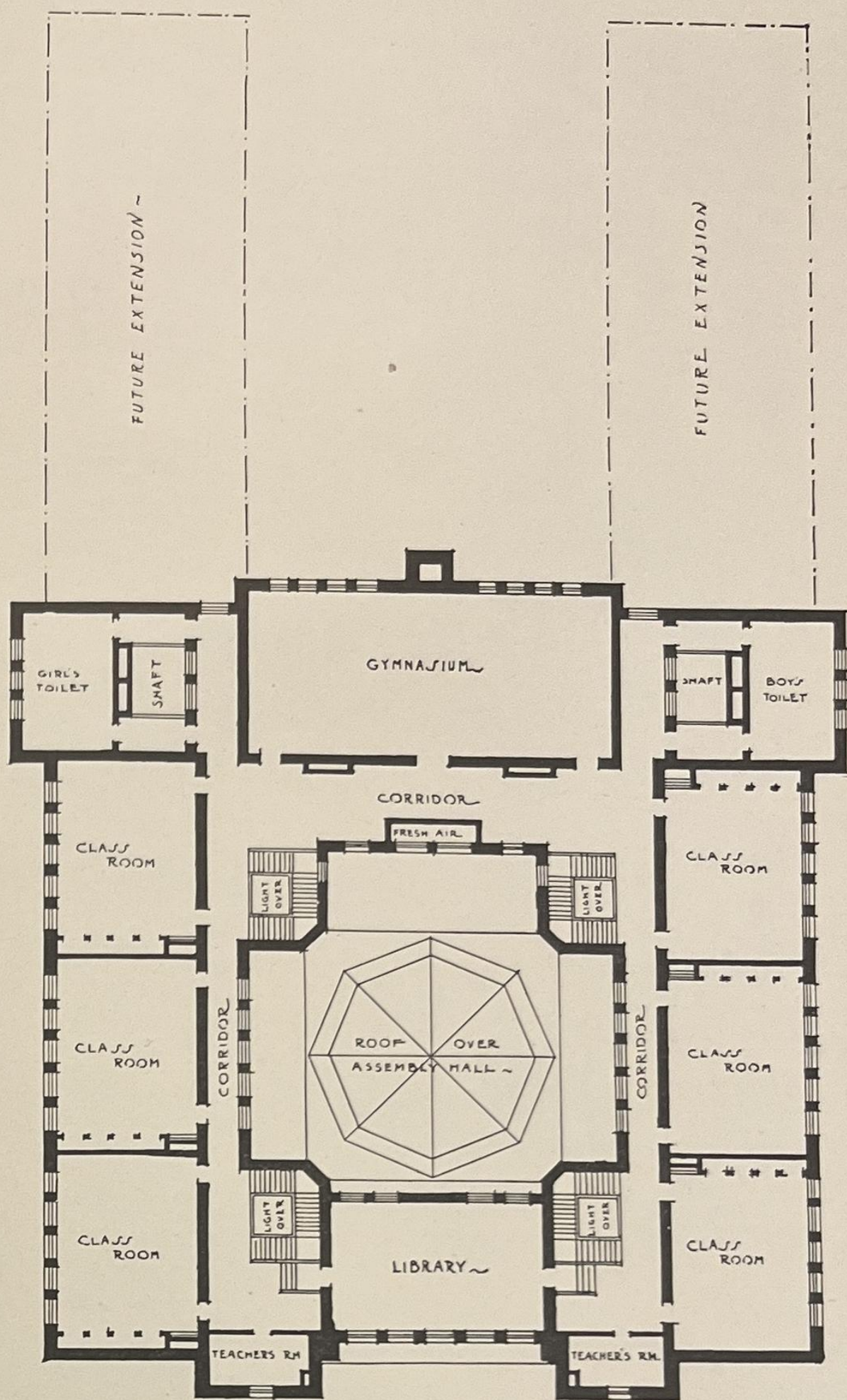


SECOND FLOOR PLAN

TILTON SCHOOL.

CHICAGO.

D. H. PERKINS, ARCHITECT.



THIRD FLOOR PLAN.

TILTON SCHOOL.

CHICAGO.

D. H. PERKINS, ARCHITECT.

The plans for this construction have been approved by the board of education for the erection of the Tilton School at West End avenue and Forty-second street. The building is of 4 floors and a cellar, the cellar being under the assembly hall. The first floor contains a principal's office and teachers' room flanking the main entrance, an assembly hall with a capacity of 850 seats occupying the middle of the building, entered through a large foyer, the 2 front corners of the building being occupied on one side by a large class room and on the other side by a kindergarten, the assembly room being flanked by 6-foot corridors, there being 1 large play room, 26 by 49 feet, for each sex, the boiler room and heating and ventilating plant occupying the end central portion of the building behind the assembly room. Girls' and boys' toilets flanking this installation occupy the present corners of the building, each being separated from the corridors by an open-air court similar to the toilet rooms in the Bernhard Moos School. The building has, in addition to the main entrance, side entrances leading into the side corridors opposite 2 side doors of the assembly hall; there are also 2 other entrances at the present ends of these corridors. The second floor has 3 class rooms on each side of the building and has balconies provided for the assembly hall. It has also domestic science and manual training rooms over the space occupied below by the engines and fans; it has arrangements for toilet rooms as on the floor below and has 2 teachers' toilet rooms above the principal's and teachers' rooms on the floor below.

The third floor has 6 class rooms and a large gymnasium 30 feet by 68 feet, the same toilet arrangements as below and an open court over the roof of the assembly, a large library room being provided at the front of the building and 2 teachers' toilet rooms as on the floor below.

The fourth floor has 6 class rooms and instruction room over library room, and has teachers' toilet room and pupils' toilet rooms as on the floor below, there being no room on this floor over the gymnasium.

The building is provided with 4 flights of stairs at the inner angles of the U-shaped corridor, as shown on the plans. Each room is provided with a wardrobe, which is separated from the room by a sliding vertical shutter. The rooms are provided with unilateral light, and the corridors, except on the third and fourth floors, with secondary light through the class rooms on one side and the assembly hall on the other. The plans provide for extension by the addition to the building through the extension of the 2 wings, providing 6 additional rooms on each floor, the boiler room being designed to take an additional boiler for the service of the addition to the building over and above the two required for the service of the portion of the plant to be erected in the first instance.

The Commission acknowledges its indebtedness to Mr. D. H. Perkins, architect for the board of education of Chicago, for the details of these buildings.

BOSTON SCHOOL BUILDINGS.

The construction and repair of school buildings in Boston is vested in a board of schoolhouse commissioners, which board has charge of all school buildings and grounds, keeping the same in order and repair, the responsibility of selecting land for new school buildings, the district where one is needed being first designated by the school committee, and the duty of requesting the board of street commissioners to take the land selected, of appointing architects for new buildings, and of erecting and furnishing buildings ready for use. This commission is composed of 3 members, 1 of whom is by profession an architect, 1 by profession a contractor and builder, and 1 by profession a lawyer. Largely through the courtesy of Mr. R. Clipston Sturgis, the architect, and chairman of this board, the Commission has secured many valuable suggestions and much information on school buildings.

In Boston school buildings are divided into 3 classes—primary schools, grammar schools, and high schools—and the board is gradually formulating a policy for the treatment of these different classes of buildings. The primary schools are designed small and are numerous, so that any given district will be served without necessity of long walks for the smaller children, although large primary schools have been erected with a view to relieving crowded conditions existing over a large area, and always in such cases difficulty has been found to relieve the small, crowded schools, as the children are forced to walk a longer distance to their new school. For primary schools the normal sized room type is 24 by 30 feet, with a height of not less than 13 feet. The size of this room for grammar schools is increased to 26 by 32 feet. Unilateral light is aimed at, the glass of the window to be not less than one-fifth the area of the floor. Each room is provided with a wardrobe. Corridors are provided not less than 8 feet in width where the floor contains 4 rooms, or 10 feet in width for more than 4 rooms, the width governed by the length of the corridor and access to the stairs. Heating of the rooms is direct, as is also the ventilation, with ample duct capacity. The heating of the corridors is direct, but no ventilation is provided. Staircases are regulated by the building laws, but are made of fireproof construction in all cases. General toilet rooms are provided in the basement, in size approximating space for 3 water-closets for each schoolroom—2 for girls, 1 for boys, 36 inches urinal space for each schoolroom for the boys. Heating of these rooms is direct. The rooms are well ventilated artificially. Play rooms are provided in

the basement and play space in surrounding yards. Assembly halls are provided for all grammar schools, to accommodate the whole number of pupils in the smaller ones, and 800 or 900 in the larger ones. In some cases these rooms are 2 floors high and a gallery is used. The manual training room is provided generally in the grammar school, located in the basement, preferably the corner room, so that ample light may be obtained from at least two sides. A domestic science room is also provided, similar to the manual training room, with bilateral light. Kindergarten rooms are made slightly larger than class rooms, comprising a large room and a small room, supply closet, wardrobe, teachers' closet and water-closet with a bowl or sink. These rooms frequently have bilateral light. High school class rooms are laid out for classes of 36 or 42, with larger rooms to accommodate 60 to 80 pupils, the former rooms generally being the standard grammar class room size, 26 by 32 feet, and the latter $33\frac{1}{2}$ by 43 feet. Lecture rooms are provided and generally inserted between the laboratories for physics and chemistry. Chemical laboratories are usually about 30 by 40 feet and are preferably corner rooms with bilateral light. The physical laboratory is similar in size. The biological laboratory is similar in size, and should be, preferably, a corner room with southeast exposure. Gymnasium and drill hall are generally located in the basement, directly under the assembly hall, with clear span of ceiling and combined height of basement and first floor. Visitors' gallery is generally provided, at the same grade and entering from the first floor, at least at one end. Handicraft rooms are used in the high schools, corresponding with the manual training work in grammar schools, and in addition thereto. A room about 30 by 40 feet is provided for domestic science, this space possibly being cut up into a kitchen and 2 smaller rooms for showing care of dining room and bedroom. A drawing room, the size of a large class room, preferably divided into 2 drawing rooms with workroom between, light preferably should be north.

High schools located at a distance from the homes of the pupils are invariably provided with a lunch counter, equipped so that simple food can be served hot. Arrangement is generally made with outside caterers to provide the food. Generally wardrobes in the high schools are provided by a common room, with lockers, on the lower floor. All new buildings are required to be fireproof, are figured for an allowance of from 30,000 to 35,000 cubic feet per class room, for the lower elementary schools, at 22 cents per cubic foot cost, and allowing a sliding schedule of cubic feet per class room for the higher elementary schools at 22 cents per cubic foot.

Buildings are ordinarily finished in common red brick and stone for the exteriors, with less ornamentation for the smaller buildings. The grounds outside of the buildings are arranged to give 25 to 40

square feet of play space per pupil, including such planted spaces and gardens as are desired. For high schools the allowance per cubic foot is raised to 24 cents and the number of cubic feet per class room is higher than in the elementary schools. These figures of cost are quite closely adhered to, but may be exceeded where foundations are soft, requiring piling or waterproofing, or any unusual expense for grading. The buildings are usually 2 stories and basement or 3 stories and basement. In some cases irregularly shaped lots are very satisfactorily treated—as for example, the Oliver Wendell Holmes, and the Dearborn public grammar schools. The usual case finds the treating of a site which has but one really desirable exposure, or a site which has 2 equally desirable exposures, or a site having 3 or 4 sides equally available for exposure. East and west are statedly most desirable—north poorest of all, excepting for corner rooms, which can be lighted from the other direction.

Various arrangements of rooms grouped on either side of a central corridor have been found satisfactory. The Jefferson School possibly is the simplest, with rooms on either side of the corridor, all facing one way, exits being at the end of the corridor.

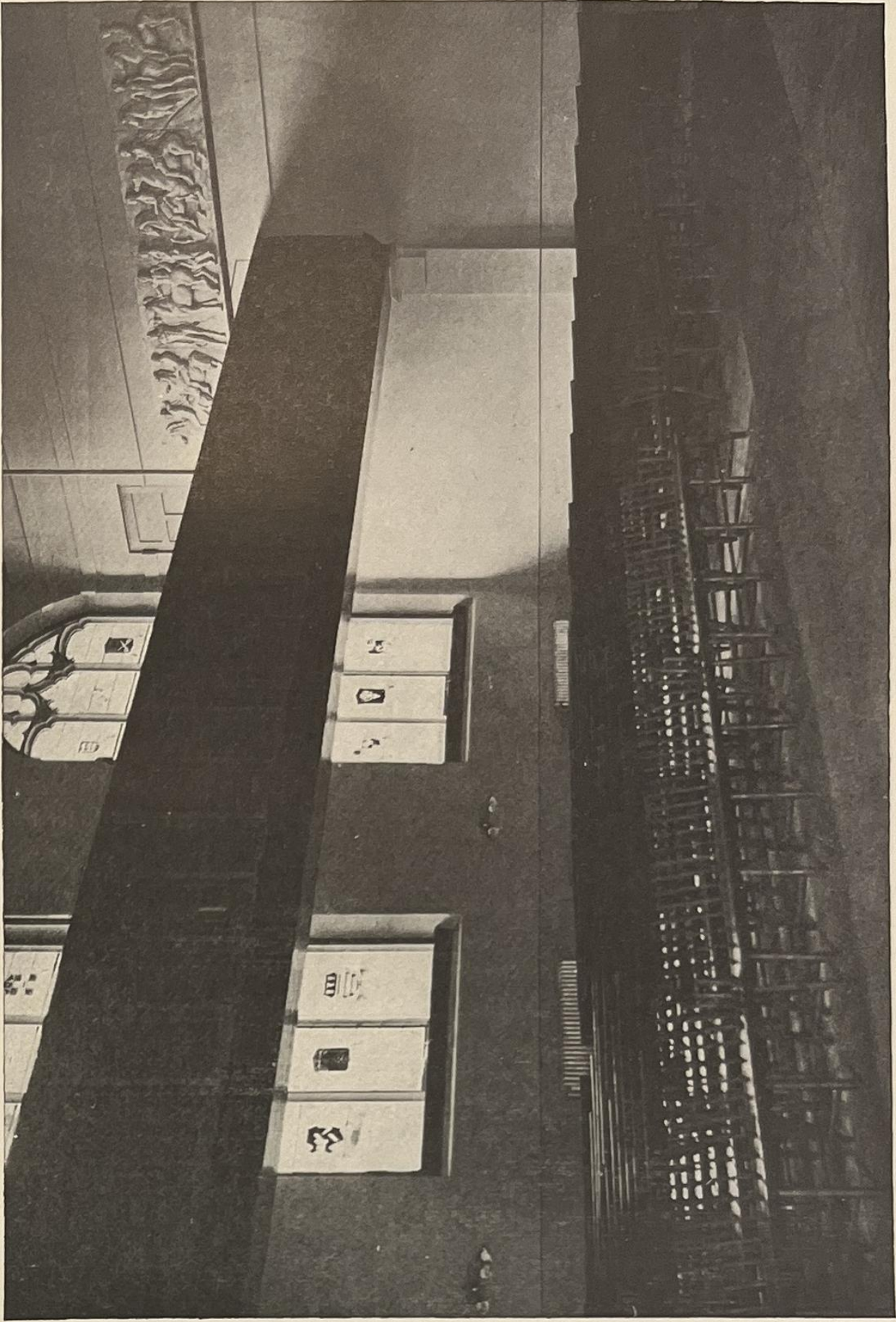
The Oliver Hazard Perry Grammar School and the James Otis Primary School are similar to this, with the end rooms turned about. This grammar school has a second-story assembly hall, but the rooms at the end are turned about in order to get the best exposure.

The Ellis Mendell and the John Greenleaf Whittier are examples of the corridor type, where one side is distinctly preferable for light, and is a good type for use where the ends of the building are not free. The type illustrated by the Sarah J. Baker gives an 8-room floor plan where two 4-room plans are put together with a connecting corridor. This involves four stairways and gives an economical structure, but is very defective from the view-point of administration.

The Mather plan shows a corridor plan, with the addition of wings, somewhat similar to the New York H plan. In this plan the center of the building is sacrificed on the second and third floors to an assembly hall, while in the New York type the assembly hall is placed nearer to the ground, where it is of more use to the public and outside of the main space of the building.

The Thomas Gardner plan is a plan devised for future extension, to be placed in the center of a large lot, lighted from all sides, the plan showing only a portion of the building constructed, with its assembly hall occupying the space which will ultimately be the middle of the building, and being top-lit only.

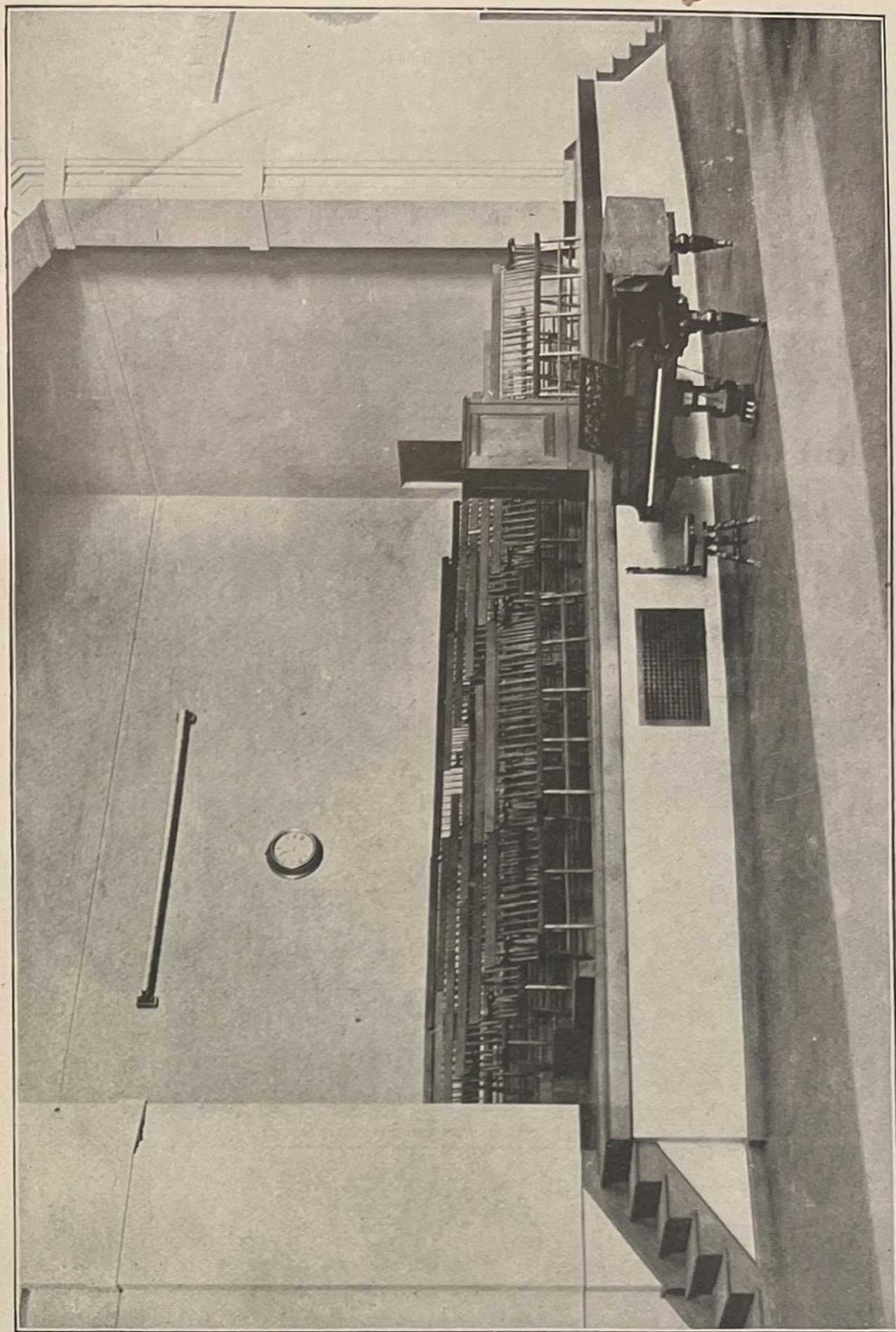
Plans are shown of the following schools, which are briefly described:



MATHER GRAMMAR SCHOOL.

BOSTON.
(Assembly hall.)

CRAM, GOODHUE & FERGUSON, ARCHITECTS.

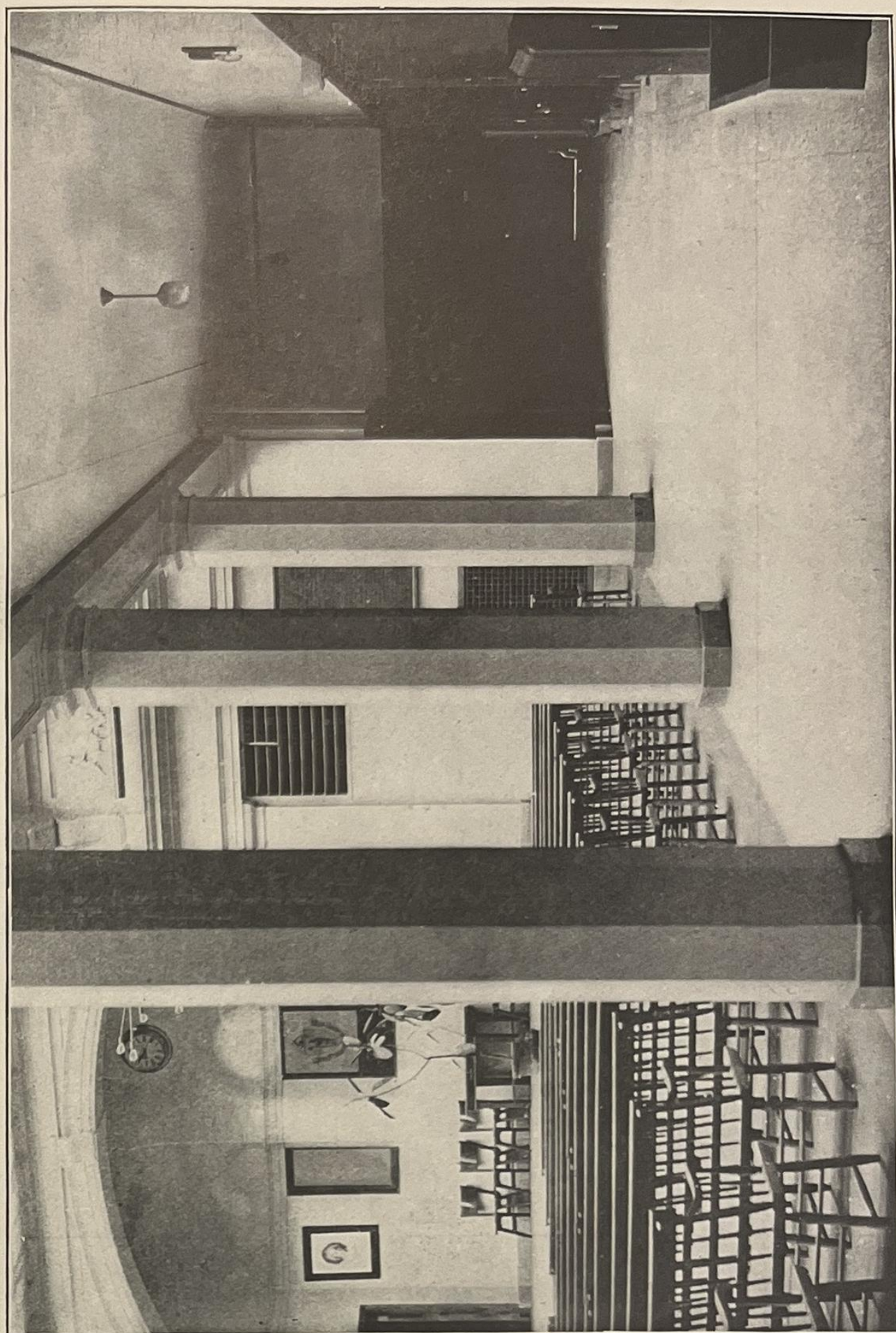


MATHER GRAMMAR SCHOOL.

BOSTON.

(Stage in assembly hall.)

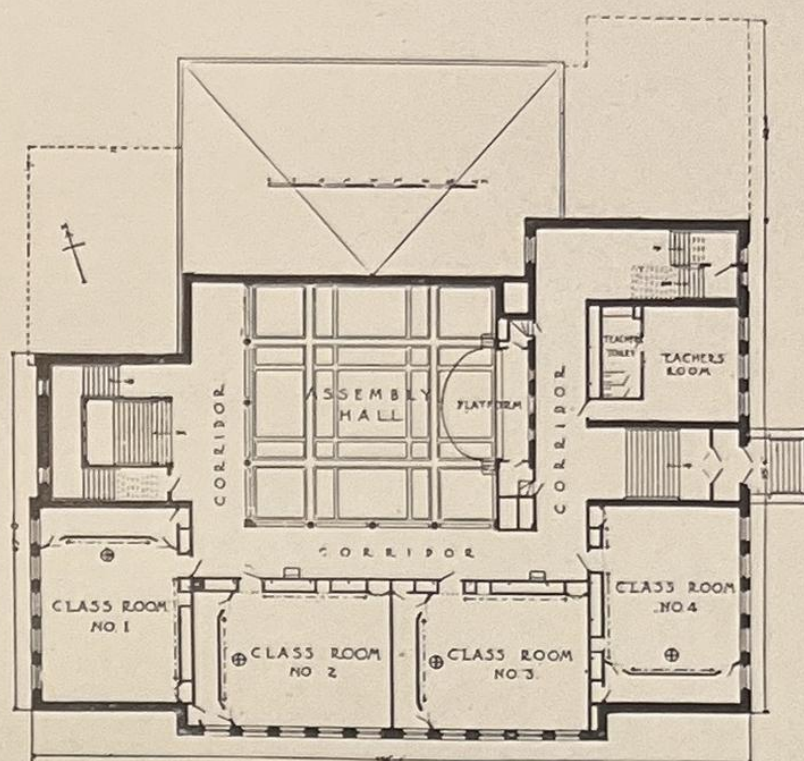
CRAM, GOODHUE & FERGUSON, ARCHITECTS.



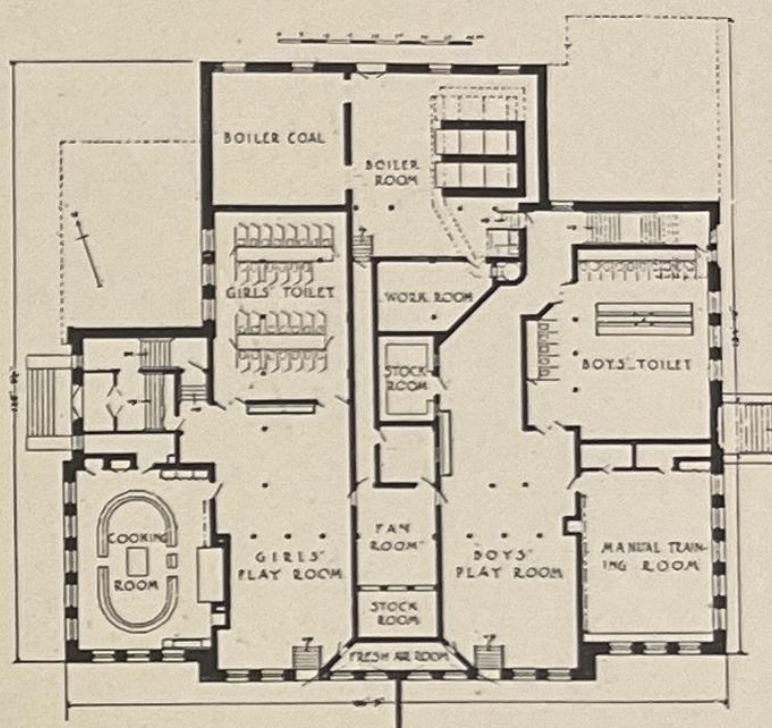
STICKNEY & AUSTIN, ARCHITECTS.

BOSTON.
(Assembly hall.)

THOMAS GARDNER GRAMMAR SCHOOL.



(First floor.)

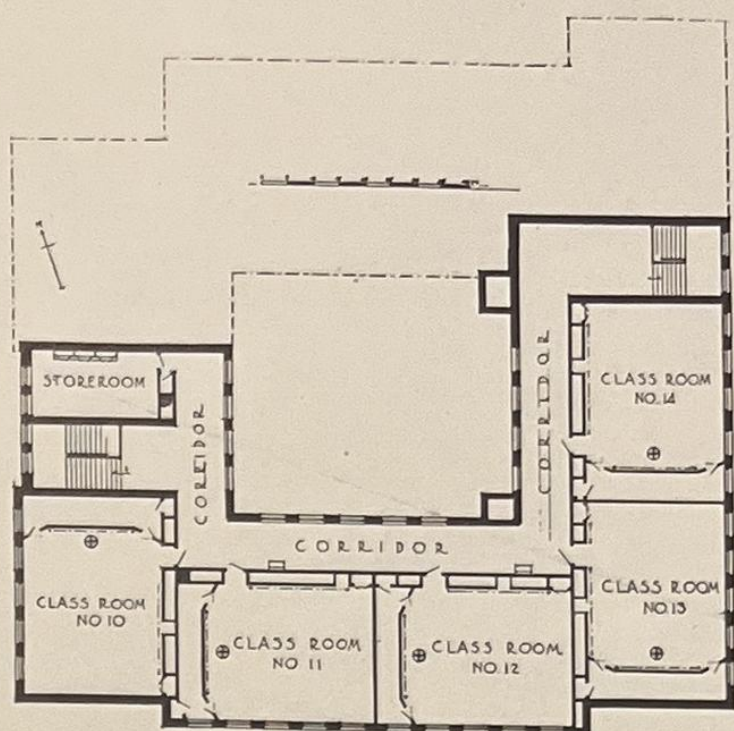


(Basement.)

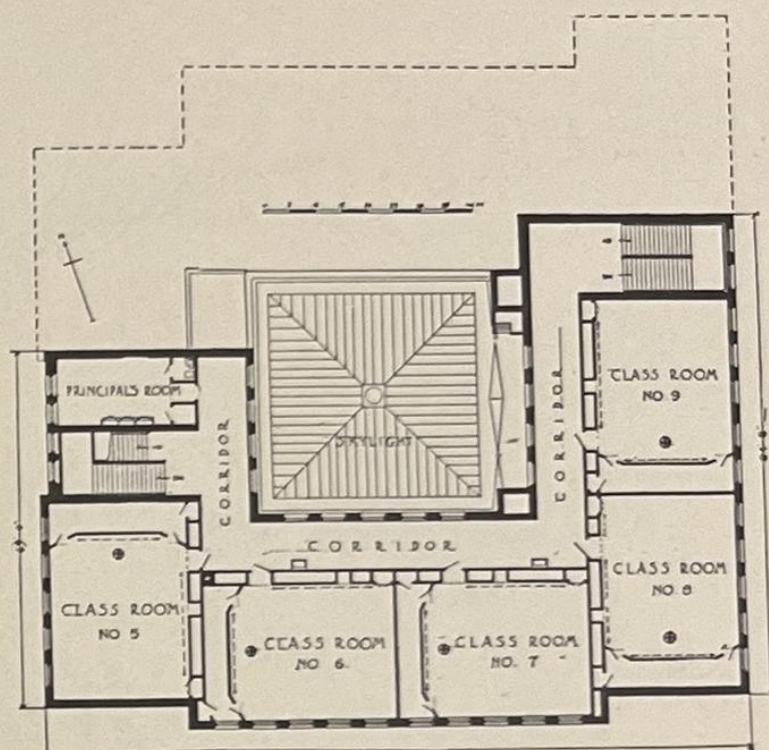
THOMAS GARDNER GRAMMAR
SCHOOL.

BOSTON.

STICKNEY & AUSTIN,
ARCHITECTS.



(Third floor.)



(Second floor.)

THOMAS GARDNER GRAMMAR
SCHOOL.

BOSTON.

STICKNEY & AUSTIN,
ARCHITECTS.

MATHER SCHOOL.

Completed in 1905; cost, exclusive of site, about \$290,000. This is a grammar school with basement and 3 floors. First floor contains 4 class rooms facing on the central corridor and 4 class rooms in each wing facing on a corridor lighted from the court. The building has 2 entrances from the front and 2 from the rear, the entrances being on opposite sides of the main corridor and separating the groupings of rooms into 3 groups of 4 rooms each. Master's and teachers' rooms are provided in the space occupying the public entrance stairways, there being only 2 flights of stairs leading from the first floor upward. The second and third floors each contain 8 class rooms and a large assembly room, the assembly room lying astride the corridor and being used as a corridor when necessary. Two small anterooms are provided adjoining the stage, and the room is entirely lighted from the court at the backs of the children. A view of the assembly hall in the Mather School, showing the corridor passing through the center of the building, is given.

The Oliver Wendell Holmes and the Dearborn Grammar schools, both irregularly shaped buildings, also give examples of the corridor being obstructed by an assembly hall, which is utilized as a corridor when necessary.

THOMAS GARDNER GRAMMAR SCHOOL.

The Thomas Gardner Grammar School is also shown, in perspective and plan. This building was also completed in 1905, so far as it is at present planned, at a cost of about \$140,000. The building has a basement and 3 floors, the basement containing the boiler and coal-storage room, boys' and girls' toilets, manual training room in one corner, cooking room in another, girls' and boys' play rooms adjoining their toilets. The first floor has an interior corridor thrown into an assembly hall, surrounded by some half dozen columns which partially obstruct the space. There are 4 class rooms on this floor, besides the teachers' room lying between the entrance and the staircase, the entrance and the staircase being connected by a corridor separated by a partition from the platform to the assembly room. The main entrance to the building at present occupies one corner, but when the building is ultimately completed to its full size, will occupy the center of this front. The second floor has an interior corridor lighted from the inner court, the walls being carried by the columns which are apparent in the assembly room on the floor below. It has 5 class rooms and a principal's room. The third floor has 5 class rooms and a store room. Four class rooms on each of the first, second, and third floors, will be added when the building is completed, expanding the size of the building readily from its present capacity

of a 14-room schoolhouse to one of 26 rooms, exclusive of assembly hall and the manual training and domestic science room.

A view of the assembly hall of this school and the obstruction that the columns form is given.

DEARBORN GRAMMAR SCHOOL.

The Dearborn Grammar School is a building located on an irregularly shaped lot, and was completed in December, 1905, at a cost of a little more than \$210,000, exclusive of the land. This building is a 3-story and basement structure, containing, in the basement, boiler and fan room, boys' and girls' toilets, boys' and girls' play rooms, and, in the corners, domestic science and manual training rooms. The building is of the through-corridor type, the corridor having 2 angles of about 140 degrees each. The corridors terminate in bay windows, with stairs at both ends. The building has 2 basement entrances, near the angle, at the back, one for boys and the other for girls. Its principal entrance, however, is a large, stately one at the apex in the front. The first floor contains 8 class rooms and some small teachers' and office rooms; the second floor 9 class rooms; and the third floor 4 class rooms and a large assembly hall, taking the place of the central corridor, and the 5 class rooms on the floor below, giving another example of an assembly hall having corridor running in front of the stage. Two small anterooms flank the center and rear of the stage. A view is shown of this assembly hall with the stage and the entrance to one corridor. This building is of the type where end light is less desirable and the end walls are void of windows, except in the basement and in the bay windows in the ends of the corridor, which are thus end lighted.

OLIVER WENDELL HOLMES GRAMMAR SCHOOL.

The Oliver Wendell Holmes Grammar School, of which the front and end views are shown and plans * of all floors, is another building on an irregularly shaped lot, and consists of a central portion with 2 wider wings. The floor plan illustrates the corridor type where the end light is desirable. In the central part of the building the basement is given up to heating and ventilating apparatus and coal storage. The 2 southern corners at each end are devoted to manual training and domestic science, boys' toilet adjacent to the former and girls' to the latter, with large play rooms between these respective installations and the stem of the building. The corridor on the first floor is in the front of the building, and, in the 2 wings, extends only through to the last class room, and is exceptionally well lighted by reason of the great length of its outside exposure in the stem of the

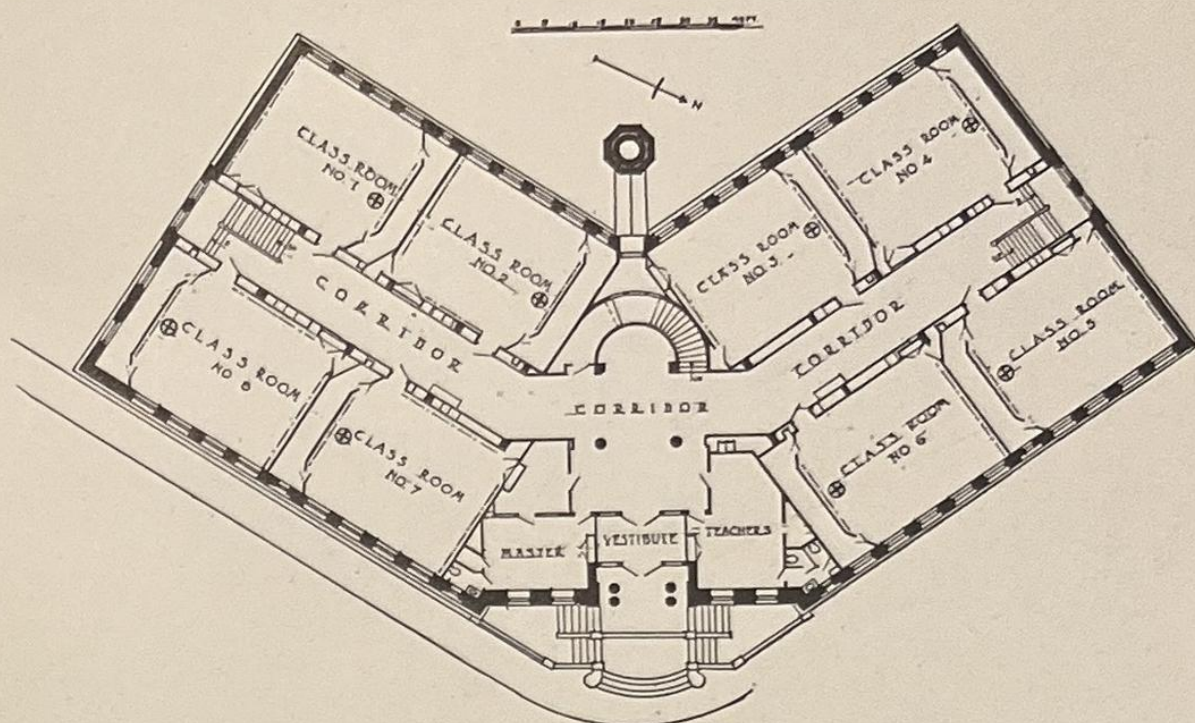
* Not printed.



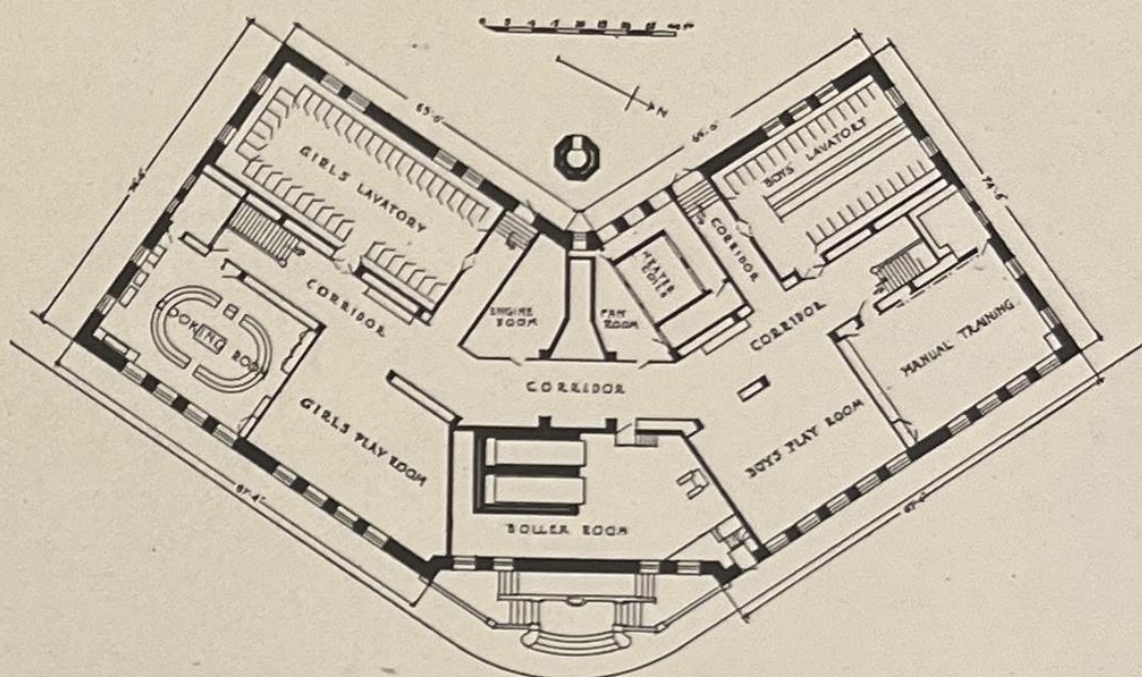
EDWIN J. LEWIS, JR., ARCHITECT.

BOSTON.

DEARBORN GRAMMAR SCHOOL.



(First floor.)

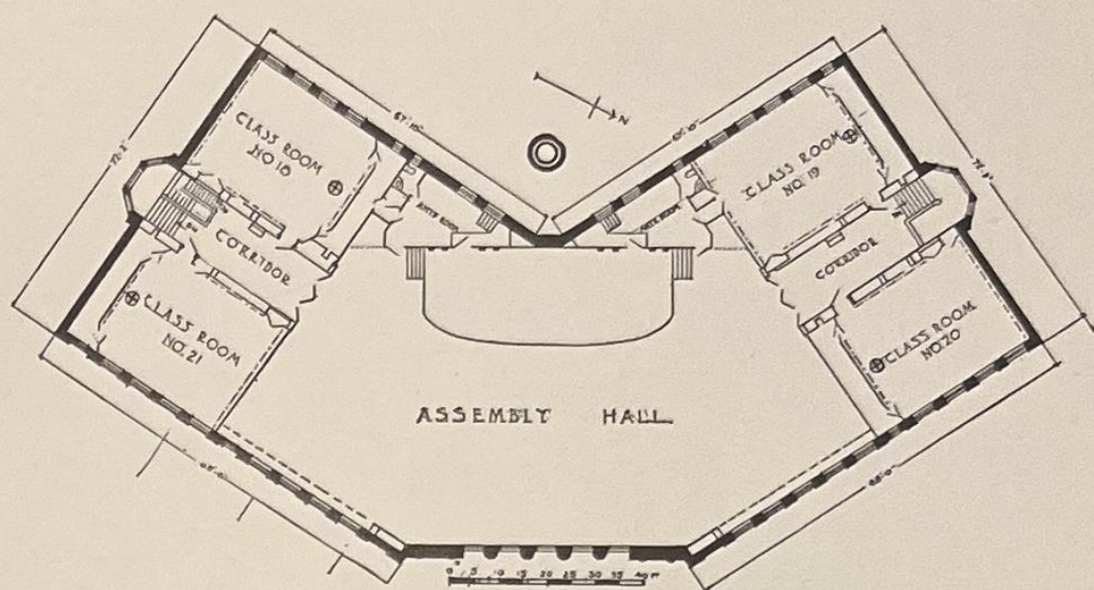


(Basement.)

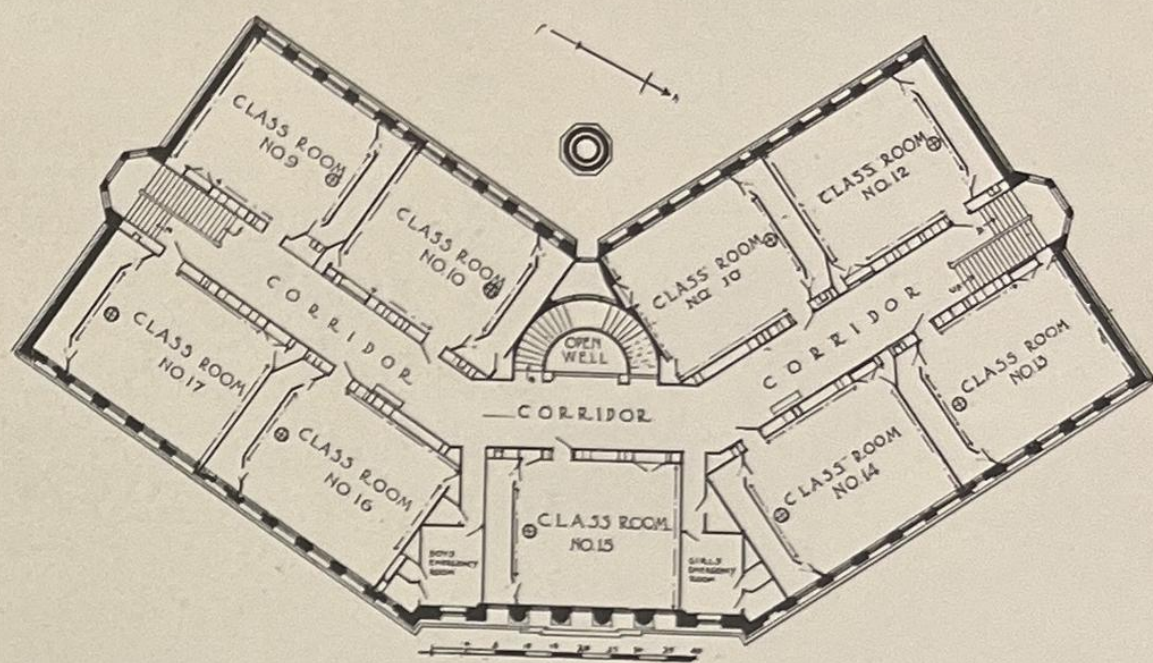
DEARBORN GRAMMAR
SCHOOL.

BOSTON.

EDWIN J. LEWIS, JR.,
ARCHITECT.



(Third floor.)

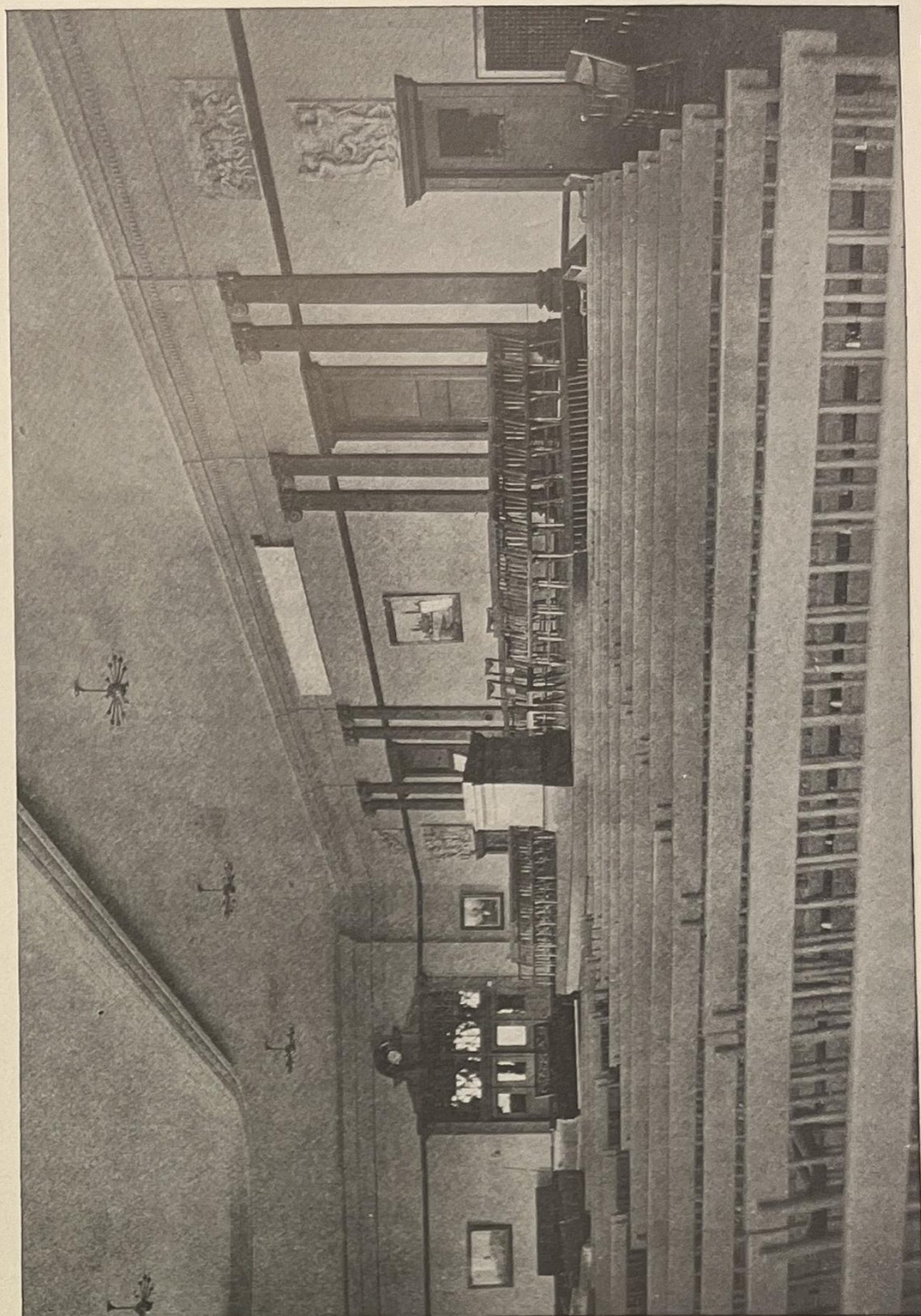


(Second floor.)

DEARBORN GRAMMAR
SCHOOL.

BOSTON.

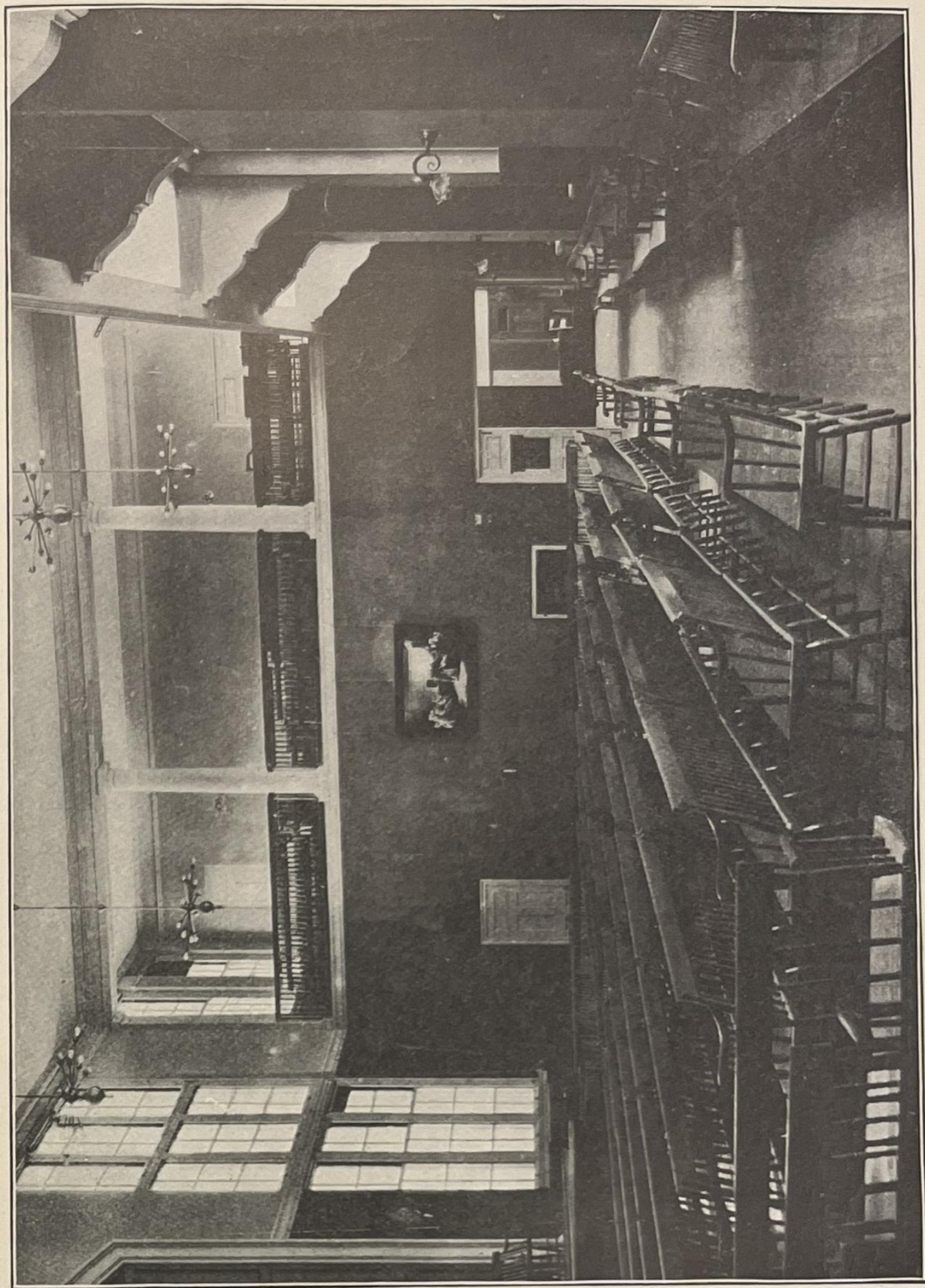
EDWIN J. LEWIS, JR.,
ARCHITECT.



DEARBORN GRAMMAR SCHOOL.

BOSTON.
(Assembly hall.)

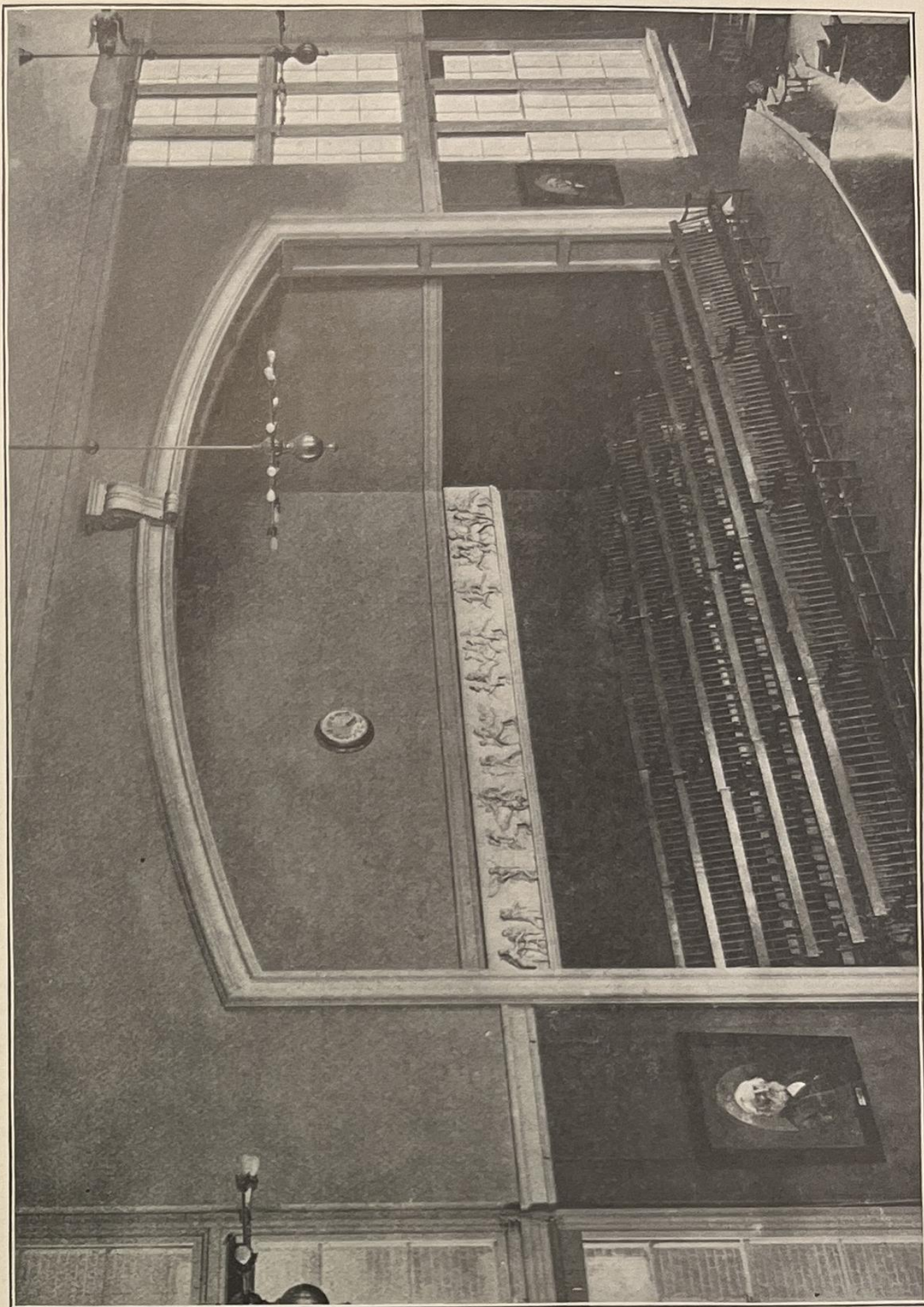
EDWIN J. LEWIS, JR., ARCHITECT.



A. W. LONGFELLOW, ARCHITECT.

BOSTON.
(Assembly hall.)

OLIVER WENDELL HOLMES SCHOOL.



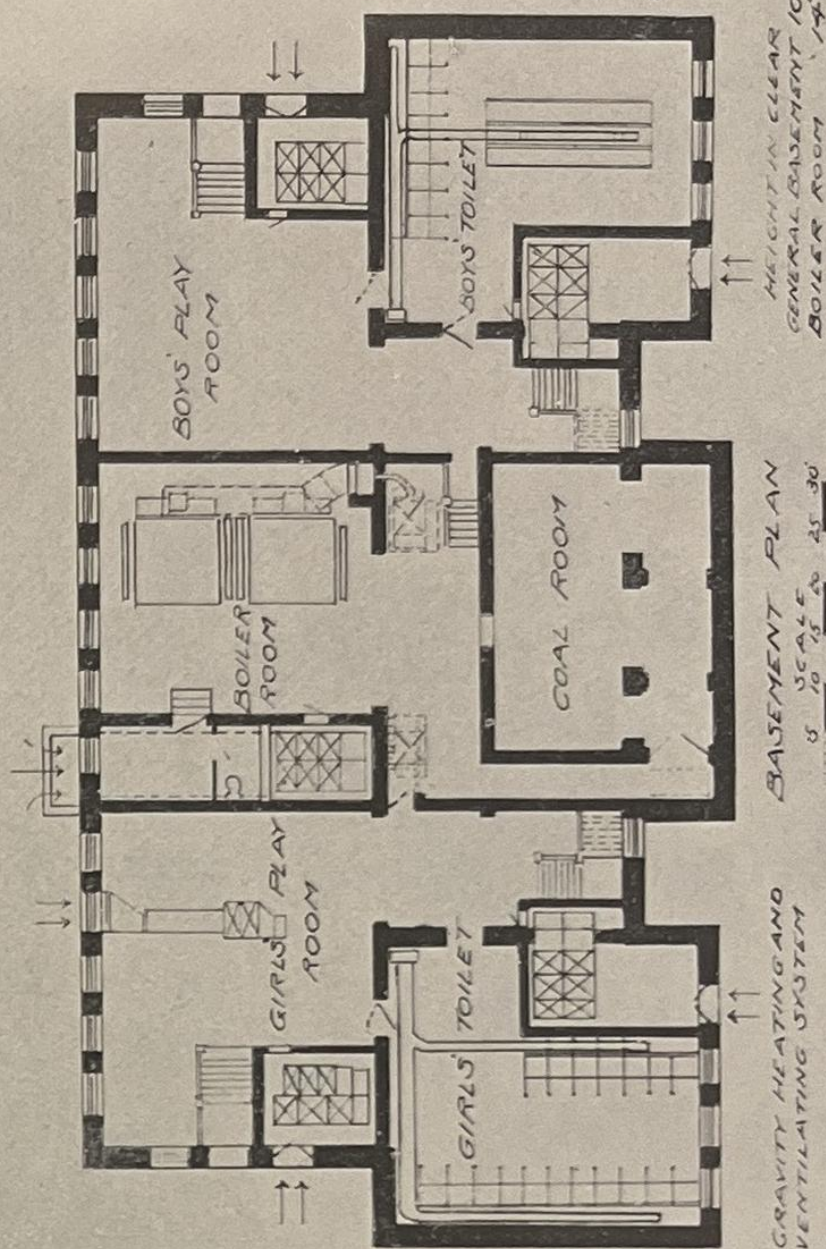
OLIVER WENDELL HOLMES SCHOOL.

BOSTON.
(Stage in hall.)

A. W. LONGFELLOW, ARCHITECT.

SUMMARY

9 CLASS ROOMS	HEAT HEAT VENT DUCTS OUTLETS DUCTS
1 LARGE KINDG'TN 24x36 24x30	24x36 24x36 24x30
1 SMALL KINDG'TN 12x24 12x24	24x30 24x30 24x24
2 CAST IRON SECTIONAL STEAM BOILERS	12x24 12x24 12x16
HEATING SURFACE 780 SQ FT EACH	
GRATE AREA 24	
1 SECT. STEAM BOILER FOR SUMMER USE	
BRICK CHIMNEY 20x36 36'0" HIGH	
RADIATION	
PIPE COILS 485 SQ. FT.	
VENT FLUE SURFACE 240	
DIRECT RADIATORS 389 1/2	
FOOT WARMERS 300	
INDIRECT RAD 3730	
TOTAL 5144 1/2 SQ. FT.	
COST OF H+V SYSTEM \$7040.70	
COST PER GROSS CU. FT. 2 CENTS	
COST PER CU. FT. SPACE HEATED 3.8 CENTS	
ENTIRE BUILDING COST PER GROSS CU. FT. 23 CENTS	
HEAT + VENT SYSTEM COST 10% OF TOTAL COST OF BUILDING	



HEIGHT IN CLEAR
GENERAL BASEMENT 10'-5"
BOILER ROOM 14'-6"

BASEMENT PLAN
SCALE
0 10 20 30

JOHN G. WHITTIER PRIMARY SCHOOL

SOUTHERN AVENUE

DORCHESTER MASS.

SUMMARY

14 CLASS ROOMS
1 HALL
1 MANUAL TRG ROOM
1 COOKING ROOM
2 CAST IRON VENT BOILERS
2 WATER TUBE BOILERS 100 H.P. EACH
HEATING SURFACE EACH 902 SQ. FT.
GRATE AREA EACH 25 SQ. FT.
1 CON. CHIMNEY 36" DIA. 74' HIGH
2-6" X 3-1/2" STEAM PUMPS
9' X 4-1/2" STEEL PL. FAN & HOUSING
17000 CU. FT. AIR PER MIN. AT 91 R.P.M.
10' X 12' HORIZONTAL SIDE CRANK ENGINE
91 R.P.M. AT 30 LBS. PRESSURE

HEAT
DUCTS
28' X 30' 24' X 30'
30' X 36' 24' X 30'
28' X 30' 24' X 30'
28' X 30' 24' X 30'

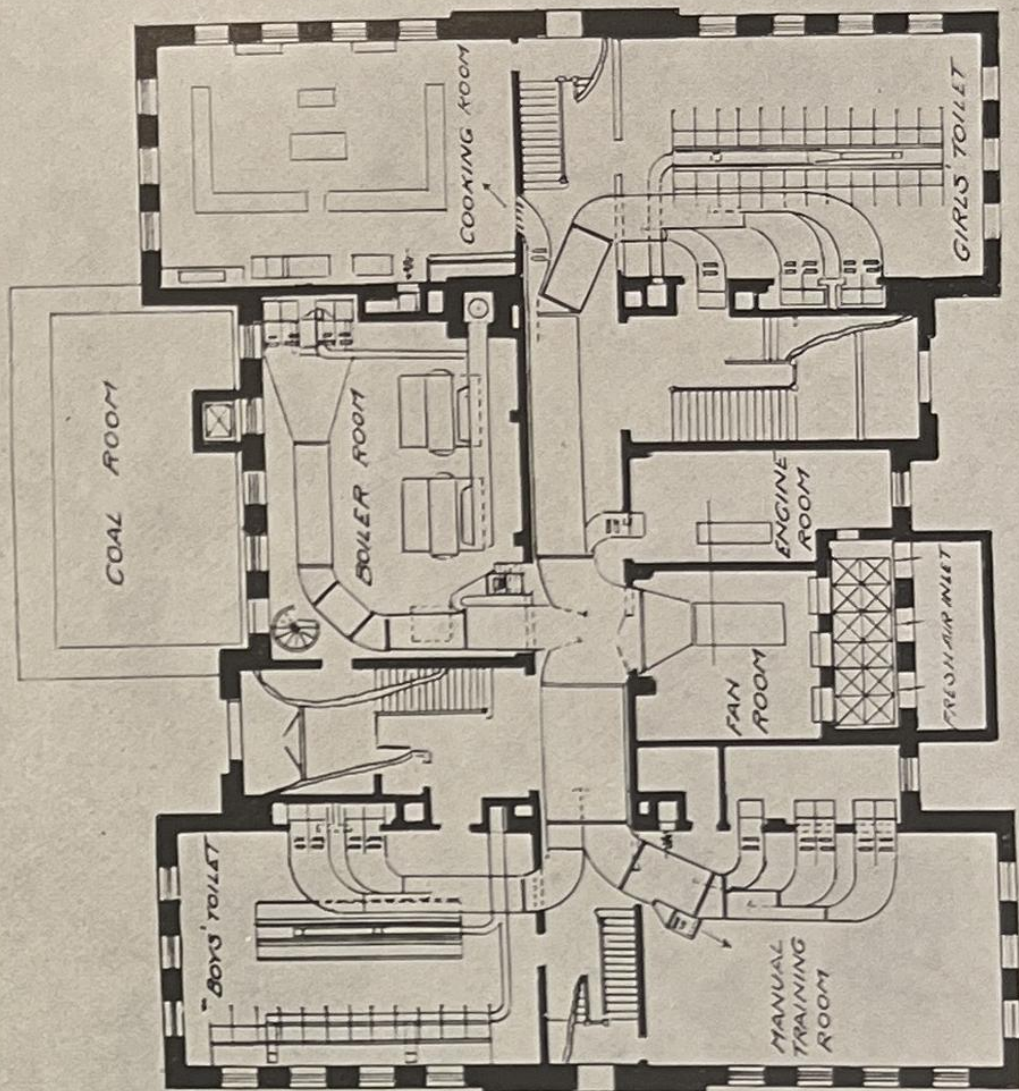
HEAT
VENT
DUCTS
28' X 30' 24' X 30'
30' X 36' 24' X 30'
28' X 30' 24' X 30'

HEAT
VENT
DUCTS
28' X 30' 24' X 30'
30' X 36' 24' X 30'
28' X 30' 24' X 30'

HEAT
VENT
DUCTS
28' X 30' 24' X 30'
30' X 36' 24' X 30'
28' X 30' 24' X 30'

HEAT
VENT
DUCTS
28' X 30' 24' X 30'
30' X 36' 24' X 30'
28' X 30' 24' X 30'

HEAT
VENT
DUCTS
28' X 30' 24' X 30'
30' X 36' 24' X 30'
28' X 30' 24' X 30'



HEIGHT IN CLEAR
BOILER ROOM 16'0"
GENERAL BASEMENT 13'0"

BASEMENT PLAN
SCALE
0 5 10 15 20

PLENUM SYSTEM OF
HEATING & VENTILATING

OLIVER HAZARD PERRY SCHOOL
EAST SEVENTH STREET
SOUTH BOSTON

building. A small room, suitable for master's or teachers' room, is located on this floor between the corridor and the central class room, the latter being pushed about 10 feet to the rear to give this space, the same extra space being utilized in the second and third floors for the stage of the assembly hall. The teachers' room takes the place of one class room in the western wing, there being thus 4 class rooms in the eastern wing, 3 class rooms and teachers' room in the western wing, and 3 class rooms in the stem on the first floor. On the second floor are the master's room and 3 class rooms in the western wing, 4 class rooms in the eastern wing, and 2 anterooms and assembly hall in the stem, the assembly hall coming entirely to the front wall of the building, the part over the first floor corridor being used as a passageway when not in use for assembly purposes. Two large anterooms flank this hall on both sides. The assembly hall continues through the third floor, with a 5-foot gallery to serve as a balcony and corridor combined, there being also side balconies provided with several rows of benches. There are, as in the floor below, 7 class rooms and teachers' rooms on this floor. The building has 2 basement entrances, leading directly into the play rooms, and 2 main entrances to the first floor near the bends in the corridor, the stairs occupying the reentrant space directly opposite this entrance in wells extending entirely to the third floor. A view of the assembly hall in this school is given, showing the corridor passing through the rear of the assembly hall and the balcony corridor on the floor above. This building was completed in September, 1905, at a cost of about \$195,000.

THE JOHN G. WHITTIER SCHOOL.

This school was completed in September, 1905, at a cost of about \$75,000. It is a fine two-story and basement primary school of the corridor type, where one-side light is distinctly preferable and where it is not necessary or feasible to use the end of the building for light, the ends in this building being blank walls, excepting for one room used for kindergarten instruction. The building has 5 class rooms on the first floor and 5 and a small room on the second floor, besides having a small room attached to the kindergarten and 2 small rooms flanking the main entrance stairs on the first floor. The basement of this room contains boys' and girls' toilets and boys' and girls' play rooms, together with the necessary space for the heating and ventilating plant. The gravity system of heating and ventilation is used and a plan is given showing this installation.

THE OLIVER HAZARD FERRY SCHOOL.

This is a 14-room grammar school, typical of the smallest building for grammar courses built by the Boston Commission, and may well

be regarded as a model grammar school building. The basement has a high ceiling about 14 feet, which is connected to the general ventilating system of the building and contains manual training room and room for domestic science, in addition to the usual toilet rooms. Toilet rooms have separate exits and entrances and the building has 2 basement entrances, 1 at each end of the central corridor, and 1 at the same point in the main entrance of the building, on each side. Class rooms are of standard size and the lighting unilateral and beyond criticism, with large, wide windows extending to the ceiling. Cloak rooms are the usual small rooms, with entrance inside the main class room door. Each class room is provided with a built-in cabinet, consisting of cupboard above and drawers below. The building has 3 floors and in addition to the class rooms has an assembly hall seating 750 pupils, arranged with oak settees. The heating and ventilating is by the plenum system, and a plat is submitted giving the details and showing the lay-out in the basement. This building is undoubtedly in all respects one of the best school buildings in the United States. It is well worthy of careful study on the part of any architect engaged in work of this class. The work was completed at about a cost of \$146,000, in 1905. (Plans not printed.)

THE JAMES OTIS PRIMARY SCHOOL.

A view * and plan of the James Otis Primary Schoolhouse is also shown. The building was completed in 1905, at a cost of about \$108,000, being cited by the schoolhouse commissioners as an excellent example of the advisability of a single contract for the entire work to facilitate the completion of the building.

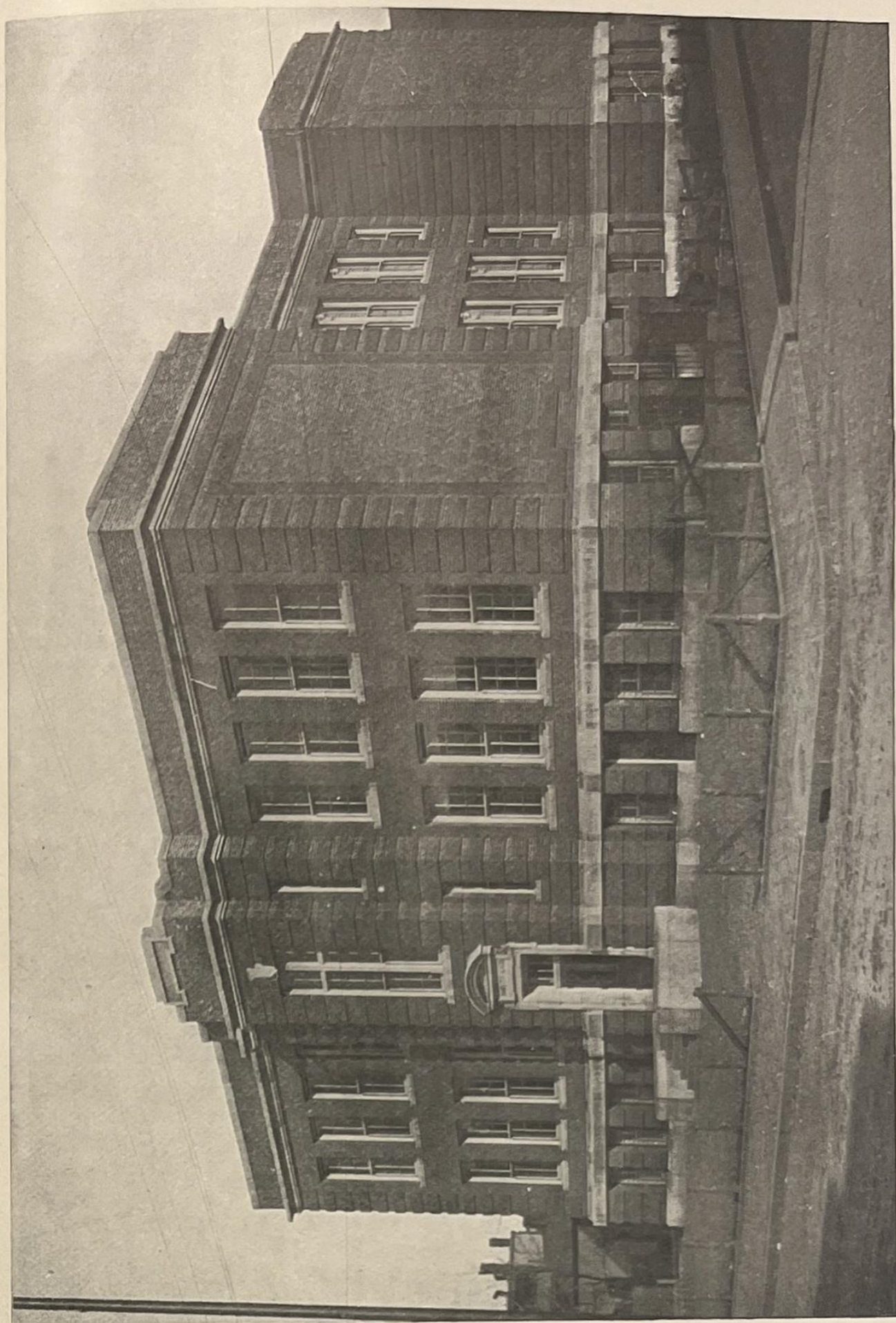
SAMUEL W. MASON PRIMARY SCHOOL.

The Samuel W. Mason Primary Schoolhouse is also shown, in view and plan.* This school was completed in August, 1905, at a complete cost of about \$118,000, exclusive of site, the cost being slightly excessive by reason of the necessity of piling the foundation and doing a great deal of grading of the lot.

CHARLESTOWN HIGH SCHOOL.

This building, of which 2 views and several floor plans * are given, is one of the finest high schools in the country. On account of its close proximity to the Bunker Hill Monument and attendant buildings, it was decided to finish it in granite and with exceptionally fine architectural treatment. The result has been a beautiful small high school, with a capacity of about 540 pupils, at a total cost of slightly under \$300,000. The building has 3 main floors besides a ground floor and a basement floor, the basement floor being occupied by the heating, power, and ventilation installation. The ground floor,

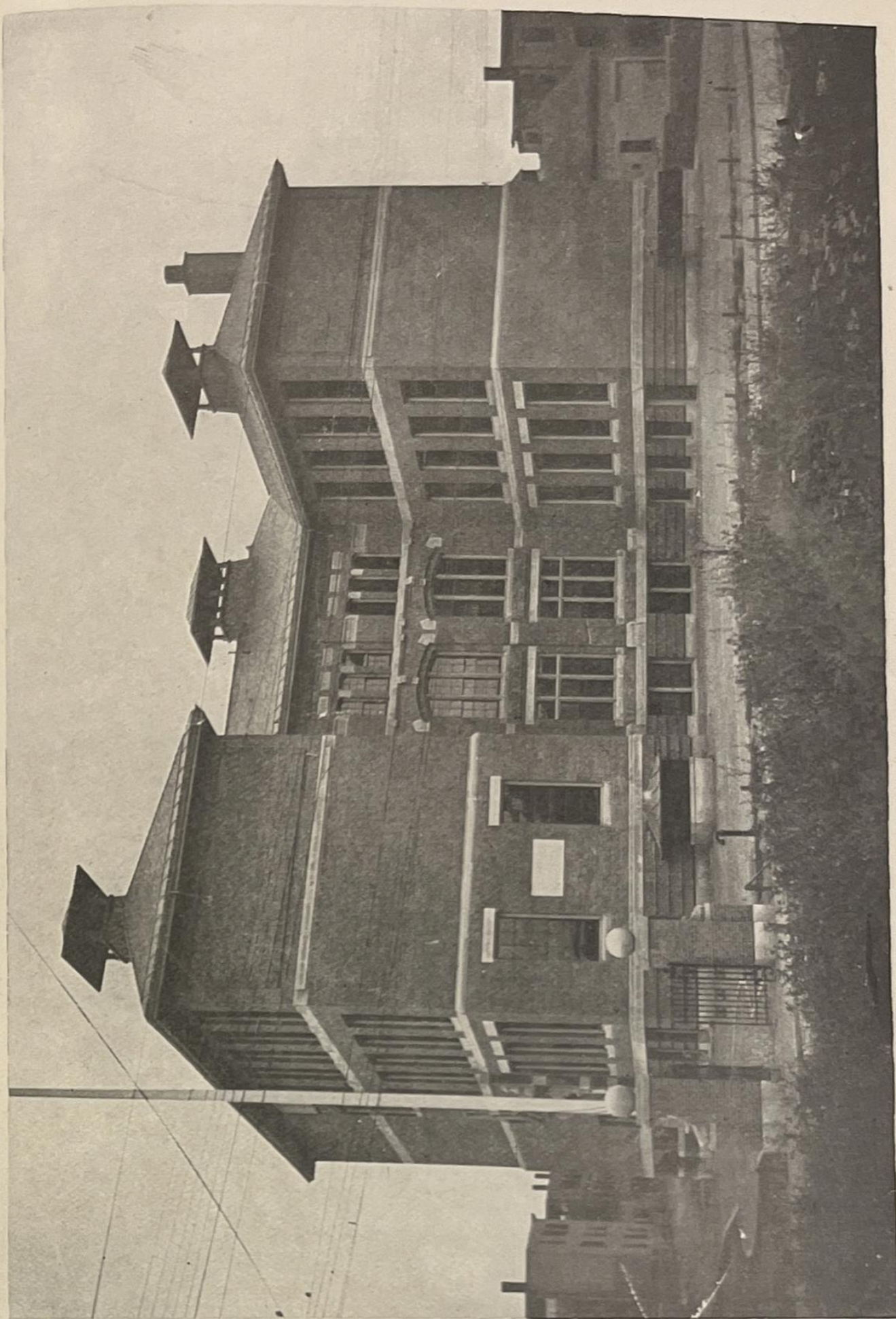
* Not printed.



JAMES OTIS SCHOOL.

BOSTON.

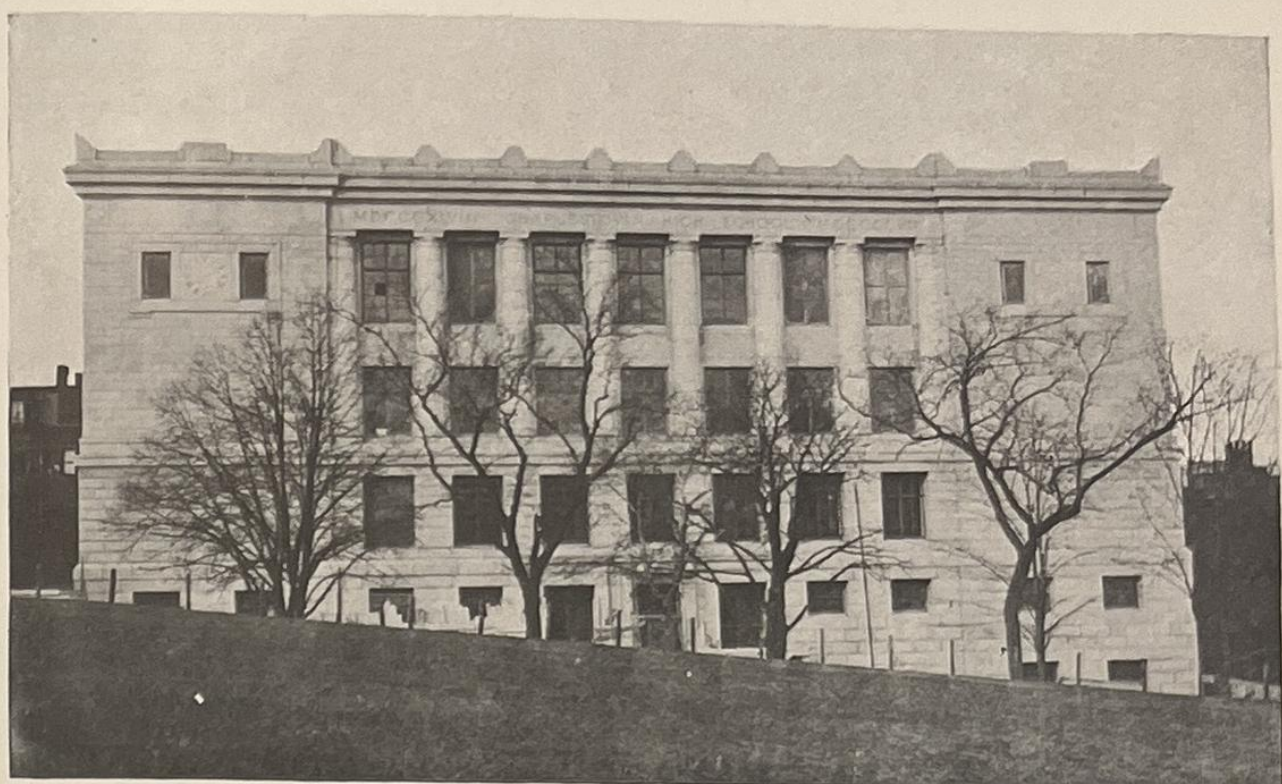
WINSLOW & BIGELOW, ARCHITECTS.



SAMUEL W. MASON SCHOOL.

BOSTON.

JOHN A. FOX, ARCHITECT.



CHARLESTOWN HIGH SCHOOL.

BOSTON.

STICKNEY & AUSTIN, ARCHITECTS.

which is partially below the ground on one face of the building and well above the ground on the opposite face, the building being built on a fairly steep hillside site, contains a large gymnasium, extending also through the first floor, the boys' toilet room and wardrobe in one corner, the girls' wardrobe and toilet room in the opposite corner, the latter being flanked by a group of rooms for domestic science, comprising main cooking room, typical bedroom, typical dining room, and typical pantry, the other corner being occupied by the rooms for use in connection with the gymnasium—locker and dressing rooms and a number of showers. A large lunch room is provided on this floor between the girls' baths, wardrobe, and entrance lobby. Exit and entrance, with steps up and down, are at the ends of the corridor, running through the building slightly off the center line.

The first floor has in front of the central corridor 3 large class rooms with unilateral light and small recitation rooms, principal's office, and a room for women teachers. Behind the corridor, on one face of the building, is a small recitation room and a large handicraft room and on the other face a recitation room and a large class room, the 2 corner rooms being given bilateral light. As remarked before, the gymnasium extends through this floor. Notable features are the toilet rooms provided in the mezzanine floors with access from the landing of the stairs half way between 2 floors. The third floor front is occupied by chemical and physiological laboratories, each having a small workroom attached and a lecture room between. These are all large rooms—the 2 corner ones having bilateral light. The corridor of this floor is much wider than on the floor below, excepting for a recess containing the stage of the assembly hall. One corner is occupied by the botanical and zoological laboratories, with bilateral light, with a girls' toilet between it and the hall and corridor. The other corner is a large drawing room with bilateral light and a recitation room with unilateral light and small corridor leading thereto. The assembly hall occupies the space on this and the third floor.

The second floor contains along the front of the building 2 class rooms with unilateral light in each corner, library, class room, recitation room, with unilateral light between and 2 exceptionally large class rooms in the other two corners, a girls' toilet lying between one and the corridor and a room for men teachers between the other and the corridor. The corridor on this floor is wider than on the floor below, except for the projection into the corridor of inclosed space for the stage of the assembly hall. Temporary platform is also provided, so that on occasion the stage space may be enlarged so as to cover the entire width of the corridor.

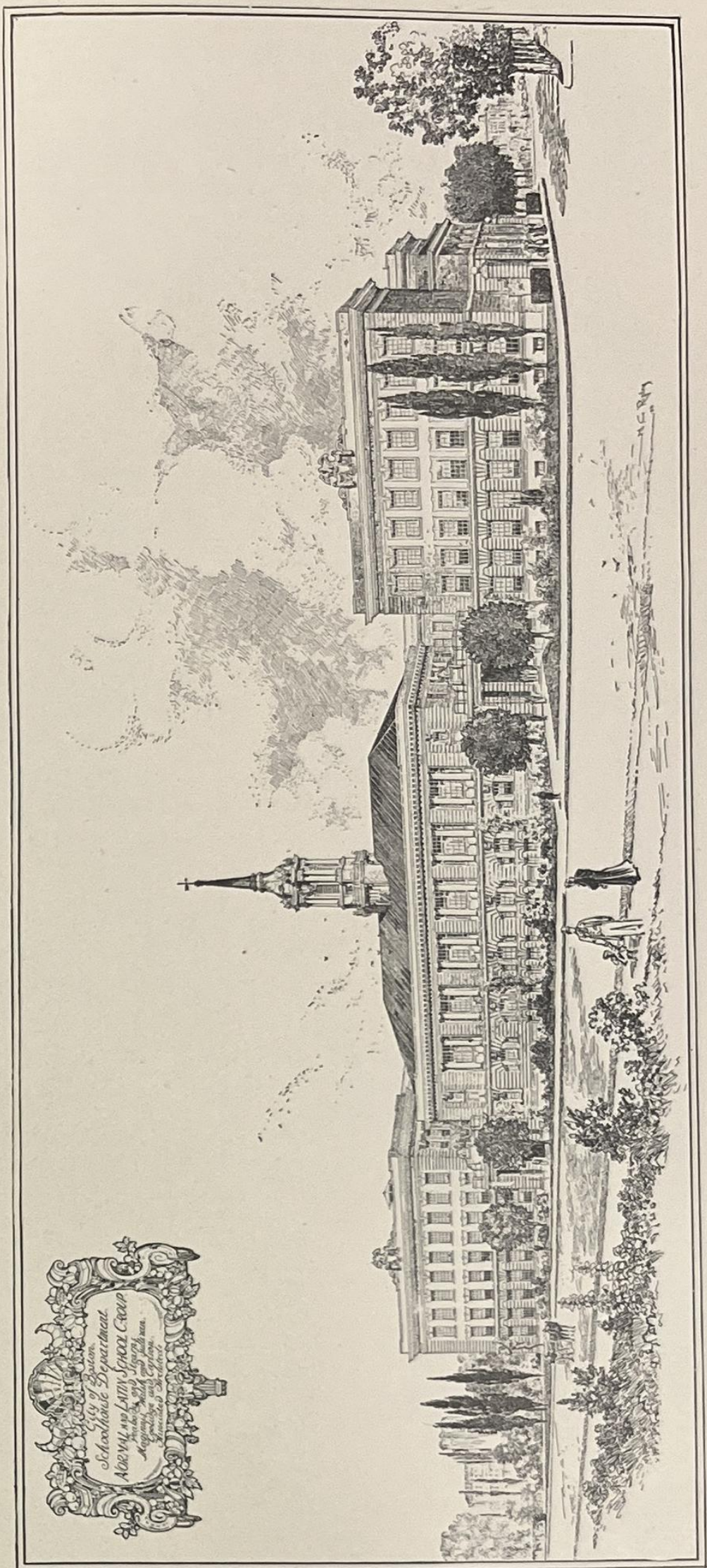
The heating system is a combination pressure with pump and receiver, or may be run gravity return. When the school is in session the water of condensation returns to the boiler by means of the

pump, but at night when the fires are banked and the steam system has dropped, the water will return directly to the boilers by opening the by-pass valves. There are 2 horizontal return tubular boilers of 90 horsepower each. There are indirect radiators placed in the primary heating chamber and at the base of the fresh-air ducts, besides direct radiators located in the small rooms and corridors. Air is furnished by a 10-foot cone fan, driven by a 12-inch by 8-inch belted engine with 25 pounds of steam, delivering, when the building is in use, 50,000 cubic feet of air per minute, the ventilation being stimulated by means of aspirating coils heated by exhaust steam from the engine and pump. The main ducts are of masonry construction in the basement. Automatic temperature control is installed in all class rooms, assembly hall, and gymnasium. The equipment, furniture, and finish of the building are worthy of exceptional note and entirely in keeping with its beautiful exterior.

NORMAL AND GIRLS' LATIN GROUP.

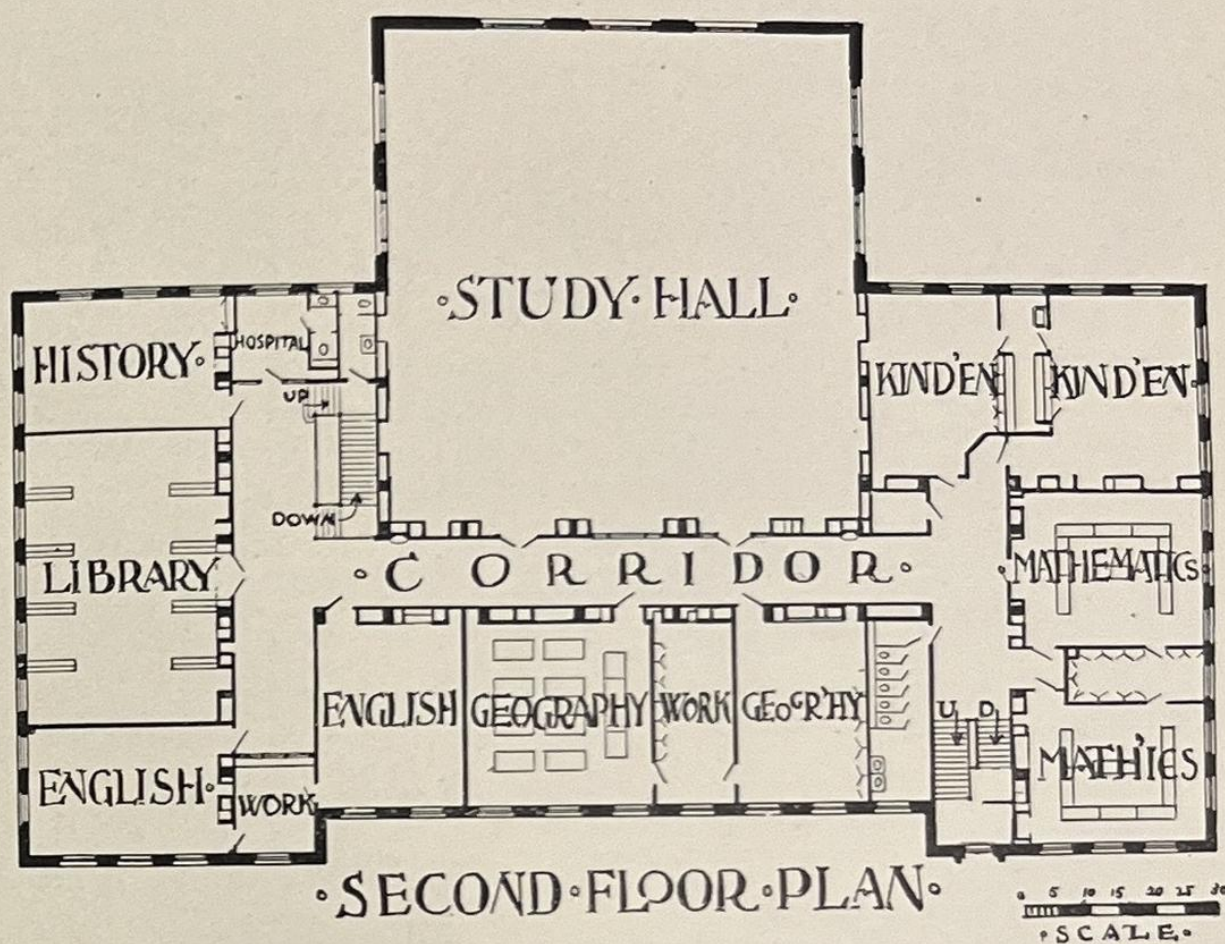
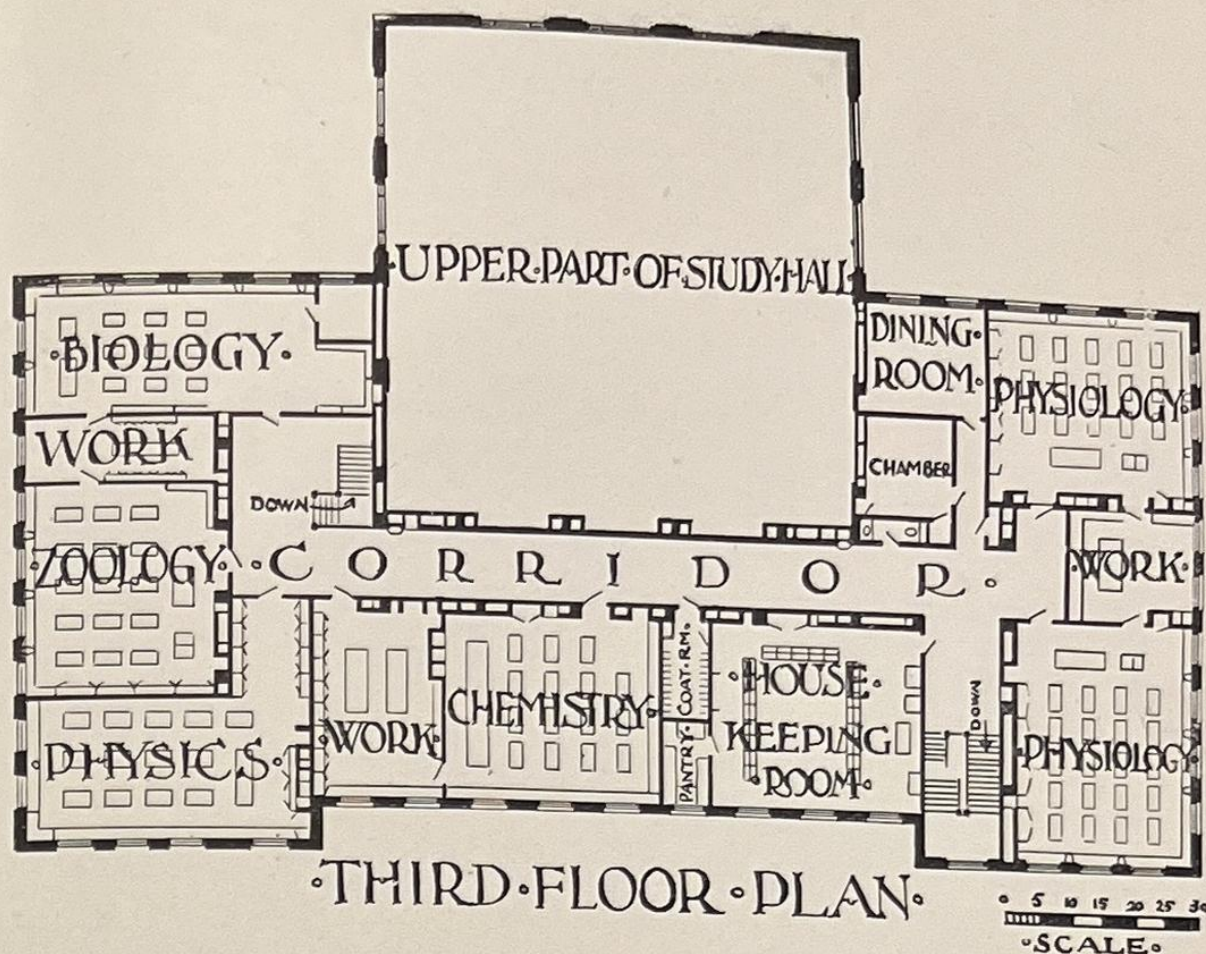
The city is also engaged in the construction of a group of buildings known as the Normal and Girls' Latin Group, to be situated on a lot at the Tremont entrance to the Fenway, the plot being almost surrounded by Worthington street, Board of Survey street, No. 219, and Huntington avenue. This group, when completed, will comprise the Normal School, which contains all class rooms, recitation rooms, and laboratories for normal work for 350 pupils—men and women; the Model School, in which are 17 class rooms for all grades from kindergarten up to and including the ninth, 2 rooms for each grade except the eighth and ninth; the Latin School which contains all the class rooms, recitation rooms, and laboratories for 600 pupils, and the Common building, which contains the gymnasium for the Normal and that for the Girls' Latin, dressing rooms, baths and lockers connected therewith, and the wardrobes and lunch rooms. The buildings are grouped around a central courtyard and face, a little to the south of east, on a planted lot of land belonging to the park department of the city of Boston, across which thoroughfare has been given for footways to the schools. The Latin and Normal schools occupy, respectively, the north and south ends of the lot. The Common building comes between on the east, and this will be kept low so as not to shadow the court, and the Model School occupies the space between the buildings on the west. This leaves, flanking the Model School, 2 playgrounds on Worthington street, for the girls and boys in the Model School; and the central courtyard is arranged partly for ornamental and partly for experimental gardening. The buildings are designed as an harmonious group, executed in brick and limestone, with the cornices of terra cotta. Plans for the Latin School and the Normal School of this group and a plan of the entire group are reproduced. The total cost is estimated as between \$720,000 and

City of Boston.
 Schoolhouse Department.
 ABOVE, THE LATIN SCHOOL GROUP
 AS SEEN FROM THE
 ARCHWAY OF THE
 UNIVERSITY OF CHURCH
 STREET.

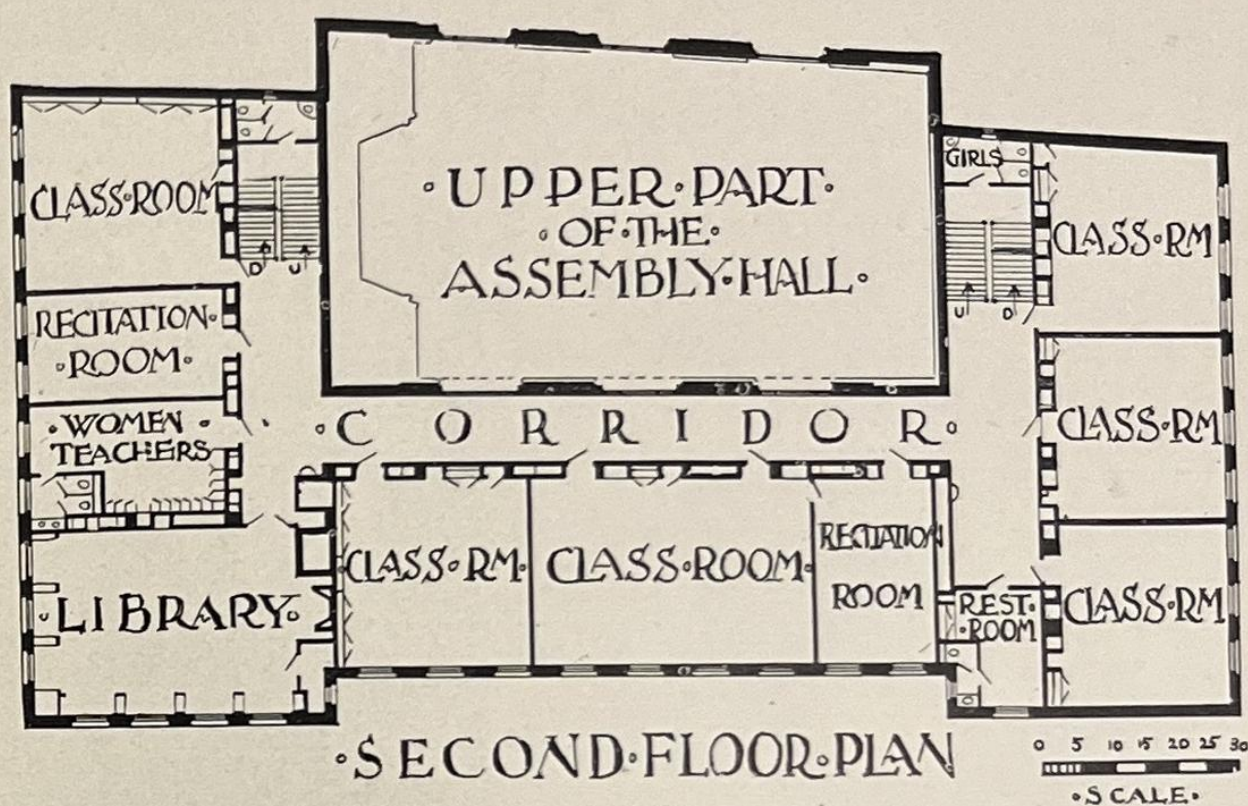
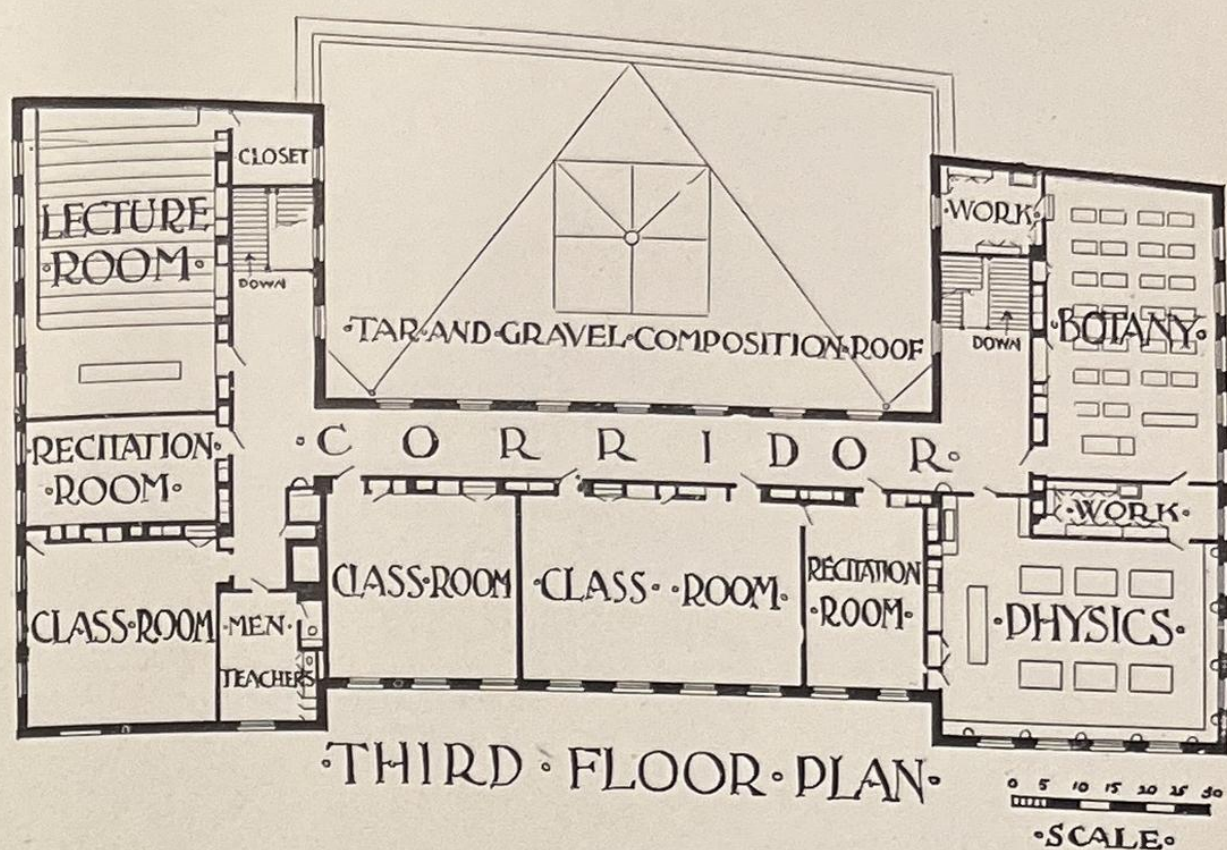




*Boston
City of
Schoolhouse Department
NORMAL
AND
LATIN SCHOOL
GROUP
Peabody and Stearns
Beck Bay Fen
Wiggins, Melish and Sullivan
Coolidge and Carlson
Associated Architects*



NORMAL SCHOOL, BOSTON.



LATIN SCHOOL, BOSTON.

\$740,000, exclusive of the site, but including all the trades and the buildings completely equipped with all fittings excepting the furniture. The Girls' Latin School will contain, in its basement, the boilers for the whole group and the engines and fan for this building. It will have on the first floor 5 small class rooms, 1 large class room, 2 recitation rooms, assembly hall, and rooms for principal and women teachers. On the second floor, 5 small class rooms, 1 large class room, library, 2 recitation rooms, 2 rooms for women teachers, and the upper part of assembly hall. On the third floor, 1 large class room, 2 small rooms, 2 recitation rooms, lecture room, and physics and botany laboratories.

The Normal School contains, in the basement, the engine, fan, primary coils, and engineer's room; on the first floor, handicraft rooms, rooms for manual training, both woodwork and cardboard, and a teacher's workroom, a lecture room, 2 drawings rooms, with workroom between, music room, large and small room for psychology, with workroom between, and a suite of rooms for the teachers, including the principal's room, a reception room, rooms for the men and women teachers, and a teacher's lunch room. On the second floor, the library, a room for history, 2 rooms for English with a workroom between, a large and small room for geography, with a workroom between, 2 rooms for mathematics, with a workroom between, and 2 rooms for instruction in kindergarten work, and also a large study hall capable of seating 350 pupils, a hospital room, and toilets; on the third floor, 2 laboratories for physiology, with a workroom between, rooms for household science, containing kitchen and pantry, and a dining room and bedroom, chemical laboratory and workroom, and laboratories for physics, zoology, and biology, with workrooms between the two last.

The Common building contains in the basement the heating ducts; on the first floor, which is on a level with the first floor of the adjoining Normal and Girls' Latin schools, the main vestibules at either end, the wardrobes, toilets, and lunch rooms, on the Normal side for men and women, on the Girls' Latin side for girls only, and in the central sections, slightly below this floor and on the mezzanine immediately above it, dressing rooms, bathrooms, and lockers; for the pupils in the two schools, two independent plants. In the case of the Normal School, the classes consist of 30 pupils, and as their gymnastic training is of a serious nature, for which they will regularly dress, provision is made so that the whole class can bathe after their work; the 30 showers are arranged in three ranks, with separate control for each rank and separate mixers; 3 temperatures can therefore be provided, but the class as a whole will be bathed at the same time, taking probably not more than two or three minutes. On the Girls' Latin side the classes are 50 in number, and it is not expected that the classes as a

whole will bathe after their ordinary calisthenics; 12 showers are provided for use of those who are taking additional exercise, or who are working in connection with athletic teams, and these are supplied and controlled separately. On the second floor are the gymnasiums for the 2 buildings, each gymnasium being approximately 55 by 70 feet. Rooms for the directors of physical training are provided on the floor and small galleries for spectators at the end of each gymnasium.

The Commission believes, also, that the layout of desks for the Boston schoolhouses is worthy of note, and have reproduced it here by courtesy of Mr. Sturgis.

The layout for grades 1 and 2 in the primary room differs from the layout for the third grade, although the same number of pupils may be accommodated, namely 56. The layout in this size room for the fourth grade accommodates 50 desks, or more often 48. The layout in the grammar room for the fourth, fifth, and sixth grades accommodates 56 desks, although in each grade the desks are differently placed. The layout for the seventh grade also accommodates 56 desks still differently spaced, and the eighth and ninth grades in this sized room give a much greater space for the teacher's desk. The high school layout in the grammar school room allows for but 42 desks, but in the larger room allows for 80.

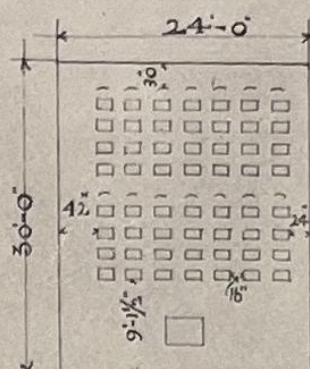
The Commission also reproduces, from data furnished by Mr. Sturgis, figures of cost of the buildings described in this report:

Figures of cost of Boston schools described herein.

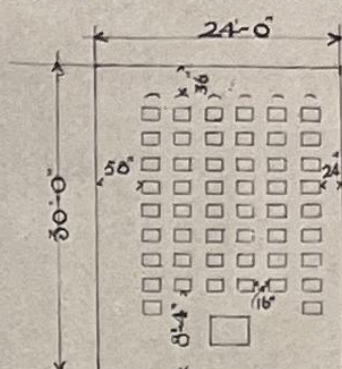
Name of building.	Total cost.	Cost of building only.	Cubic contents.	Cost per cubic foot.	
				Total.	Building only.
				Cents.	Cents.
Mather.....	\$289,333	\$241,098	1,353,831	21	17
Thomas Gardner.....	140,268	113,769	735,573	19	15
Dearborn.....	216,995	182,104	980,100	22	18
O. W. Holmes.....	195,648	159,564	991,609	20	16
J. G. Whittier.....	74,736	61,053	325,051	23	19
O. H. Perry.....	146,146	118,497	612,351	24	19
James Otis.....	107,818	90,867	411,645	26	22
S. W. Mason.....	118,325	99,528	438,223	27	23
Charlestown High.....	293,647	251,256	1,170,000	25	21
Normal Building.....	320,147	272,125	1,416,947	23	19
Girls' Latin.....	296,722	252,213	1,300,808	23	19

Name of building.	Number class rooms.	Sittings.	Cost per room.	Cost per pupil.	Cost of lot.
Mather.....	32	1,600	\$9,042	\$180.83	-----
Thomas Gardner.....	14	700	10,019	200.38	-----
Dearborn.....	21	1,050	10,333	206.66	-----
O. W. Holmes.....	24	1,200	8,157	163.04	-----
J. G. Whittier.....	10	500	7,974	149.47	\$9,029.50
O. H. Perry.....	14	700	10,439	208.78	-----
James Otis.....	12	600	8,985	179.70	31,172.75
S. W. Mason.....	14	700	8,452	169.03	17,636.31
Charlestown High.....	-----	540	-----	545.60	57,734.98
Normal Building.....	-----	350	-----	914.70	169,771.50
Girls' Latin.....	-----	600	-----	494.54	-----

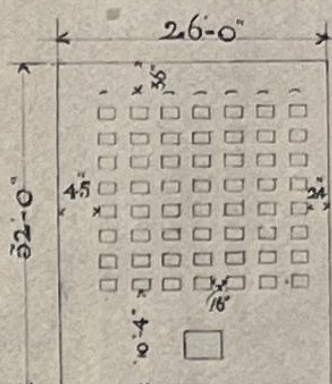
· CITY OF BOSTON ·
· SCHOOLHOUSE DEPARTMENT ·
· STANDARD LAYOUT OF PUPILS' DESKS ·



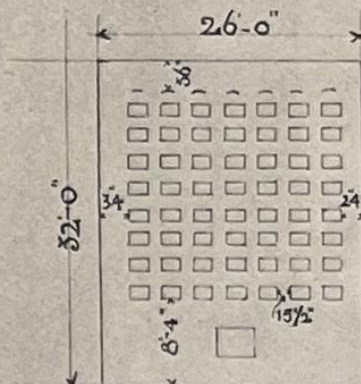
· GRADE · I · AND · II ·
· 56 · DESKS · 12" X 18"
· 2 · 1/2' · BACK · TO · BACK ·
· GRADE · III · 2 · 3/4' · BACK · TO · BACK ·



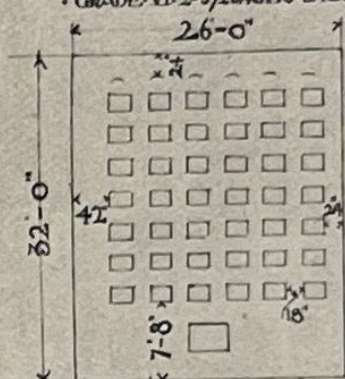
· GRADE · IV ·
· 50 · DESKS · 15" X 21"
· 2 · 1/4' · BACK · TO · BACK ·



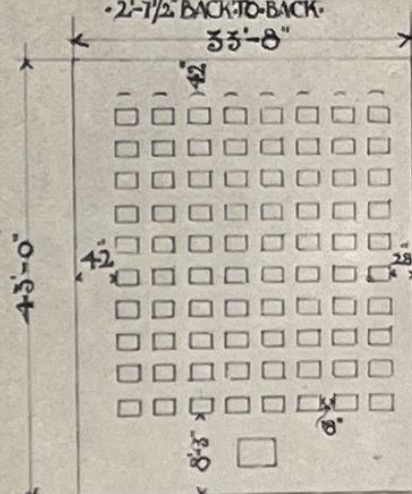
· GRADE · IV · 56 · DESKS ·
· 15" X 21" · 2 · 1/4' · BACK · TO · BACK ·
· GRADE · V · 2 · 1/2' · BACK · TO · BACK ·
· GRADE · VI · 2 · 5/8' · BACK · TO · BACK ·



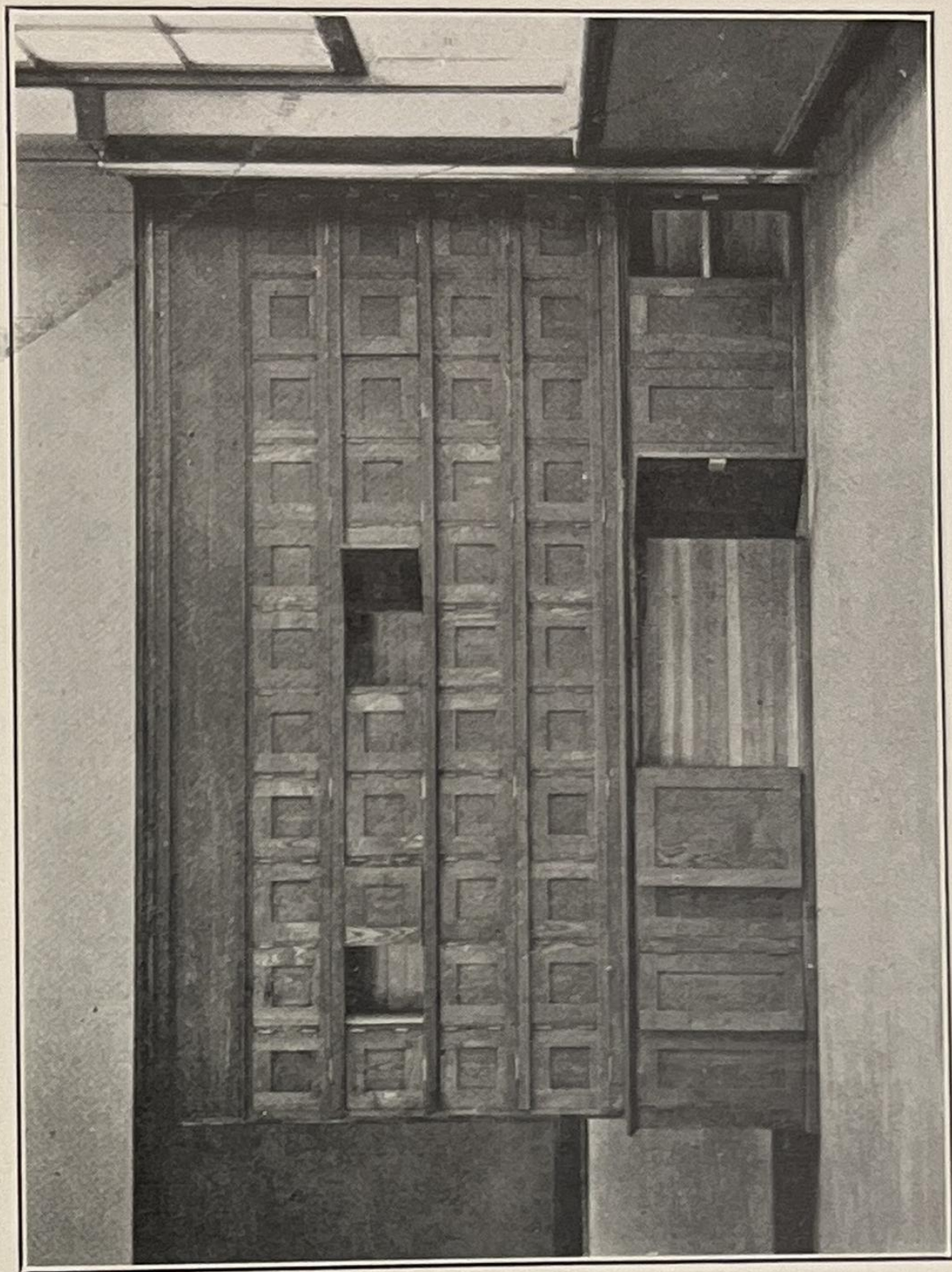
· GRADE · VII ·
· 56 · DESKS · 16" X 23" LID ·
· 2 · 7" · BACK · TO · BACK ·
· GRADE · VIII · AND · IX ·
· 2 · 7/8' · BACK · TO · BACK ·



· HIGH · SCHOOLS ·
· 42 · DESKS · 20" X 26"
· LID ·
· 3 · 1/2' · BACK · TO · BACK ·



· HIGH · SCHOOLS ·
· 80 · DESKS · 20" X 26" LID ·
· 3 · 1/2' · BACK · TO · BACK ·



CHARLESTOWN HIGH SCHOOL, BOSTON.
(Class-room bookcase.)

Total cost figures given cover cost of building, heating, plumbing, and electrical contracts, but do not include cost of site. The cost of building ordinarily is between 79 and 85 per cent of the total cost exclusive of site, and is given in second column. The heating contract is generally 8 or 9 per cent, but varies between 7 and 12; the plumbing contract is generally about 4 or 5 per cent, but may be as low as 3 or as high as 8 per cent; the electrical contract is generally about 3 or 4 per cent.

REMARKS.

The satisfactory condition of the newer Boston schools is largely due to the careful attention to detail shown in the office of Mr. R. Clipston Sturgis, chairman of the board of schoolhouse commissioners.

As a rule the interiors of the buildings are notably plain and characterized by exceptionally good materials and excellent workmanship. All minor details from basement to roof show this care, the buildings giving an impression of excellent quality. The newer buildings are finished in corridors and rooms with painted burlap. The floors of the rooms are of good hard wood and the corridors granitoid, asphalt, or similar construction. The question of artificial lighting of class rooms has been well studied. Electricity is used, each fixture giving 48 candlepower, there being generally 4 to a class room, suspended in the ordinary manner, with the 4 bulbs inclosed in what might be described as a hemisphere of white translucent glass, convex surface down, the light being diffused and the white ceiling reflecting their maximum.

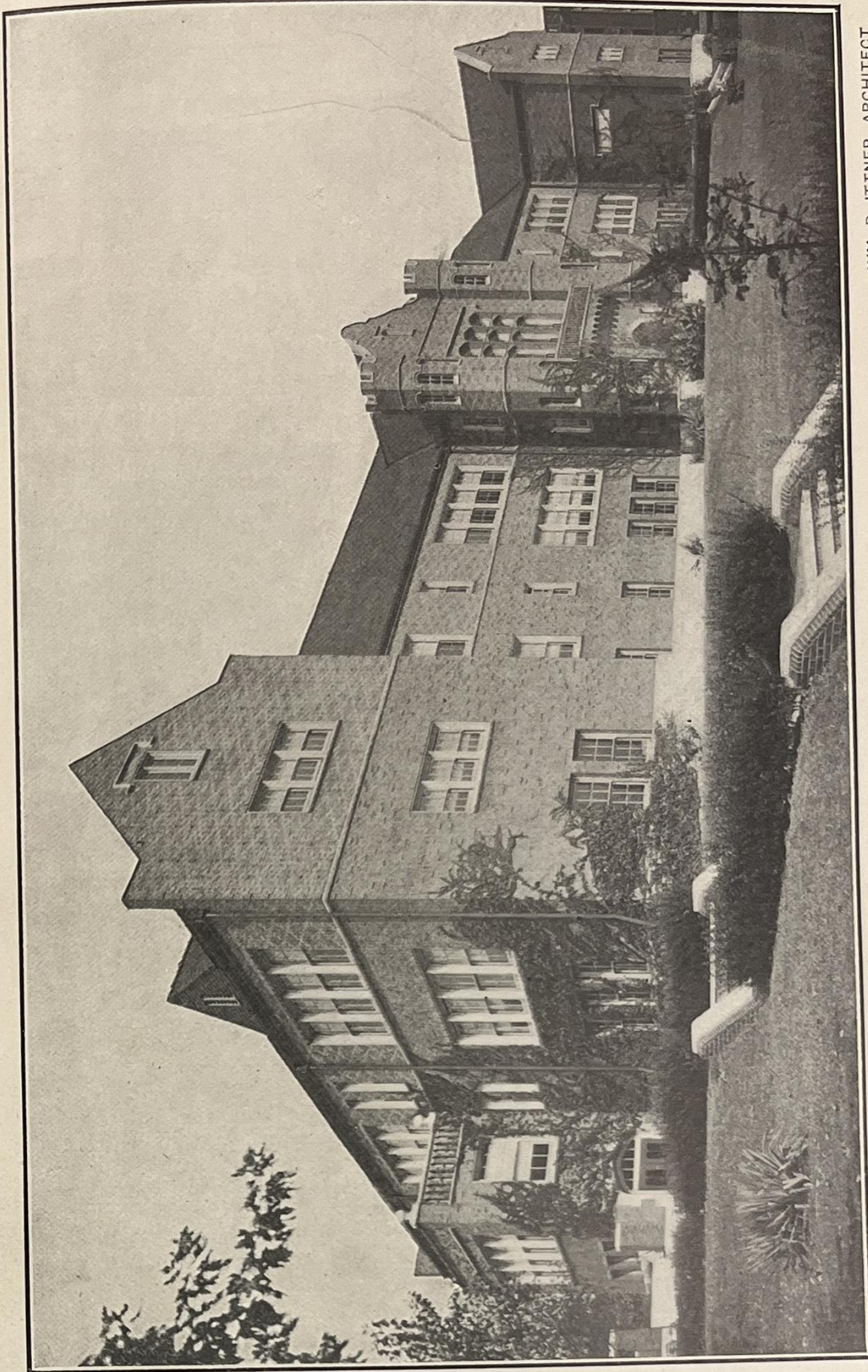
The fittings of the coat room are also worthy of note. Supported by brass brackets, screwed to wooden strips along the walls, are 2 round wooden rails, about $2\frac{1}{2}$ inches in diameter. The upper rail is about 10 inches from the wall and the lower not more than half as far and about 6 inches below the other. On top of the rails is a brass, round-topped hat hook; standing vertically and directly underneath it is a double coat hook. Fork-shaped clips are in line with this, screwed to the wooden strip, devised for holding umbrellas. Three steam pipes covered with wire mesh pass along the wall near the floor, heat from which dries the clothing when it is hung up wet. A continuous zinc-lined drip pan in which the umbrellas stand is held in position by the clips mentioned.

Stairways are ordinarily of iron, with the tread from 10 to 12 inches; riser $6\frac{1}{2}$ to 7 inches. Some stairs are of reenforced concrete. A view is shown of a bookcase in the interior of one of the Boston class rooms.

The Commission is indebted to Mr. Sturgis for many details given of these schools.

The newer public school buildings of St. Louis are probably the best in the United States. They are almost all of fireproof construction and but 2 stories in height, exclusive of the basement floor, which generally is built entirely above ground on 3 sides of the building, the basement floor being partially or entirely buried by a terrace on the entire front in most of the buildings, this terrace being used for handsome gardening effects to give the buildings beautiful architectural setting. The buildings are built to accommodate all grades from the kindergarten to the eighth grade, inclusive, from which they pass to the high school. They are, as a rule, of what might be called the 20-class room type, exclusive of a large kindergarten room and 2 rooms for manual training and domestic science, respectively. The buildings show departures from the conventional corridor type, the corridors having outside light through generally about half of their length. The wardrobes also have outside light, but are entered only from the class rooms. There is usually an E-shaped corridor, the entrance hall taking the place of the central stem of the E, the large kindergarten room being the only room on the opposite side of the corridor and being in size equal to 2 class rooms. There are usually 2 class rooms in front of the corridor on each side of the entrance and between the other corridors and 3 rooms on each end on each floor. The principal's office is above the entrance corridor and 2 class rooms are above the kindergarten room. This is the normal type, although, in some cases, the kindergarten is thrown in front of the main corridor and no rooms at all appear behind it. This is the case at the Patrick Henry School.

The schools almost invariably occupy ample sites, giving much outdoor playground space for use of the children and allowing the height of the building to be limited to 2 stories and a basement, and, as a rule, permitting of a treatment of the front in terraces and gardens which gives the building a splendid architectural setting, showing the building in front as a 2-story building set well up on a terrace, while from the sides and rear the building appears as 3 stories, basement entrances being in most buildings directly on a level with the ground. Constructions are fireproof excepting the pitched roofs, which are of mill constructions covered with sheathing and tile. The outer and interior main walls are of hard brick laid in Portland cement mortar, the minor partitions being of hollow tile and the buildings plastered with cement plaster. Floors are of reenforced concrete and finished with narrow maple flooring in the class rooms. In the corridors a similar flooring is sometimes used, or sometimes asphalt. Basement floors are of granitoid or cement. Steps have risers and skirtings of marble, with the treads



WYMAN SCHOOL

ST. LOUIS.

WM. B. ITTNER, ARCHITECT.

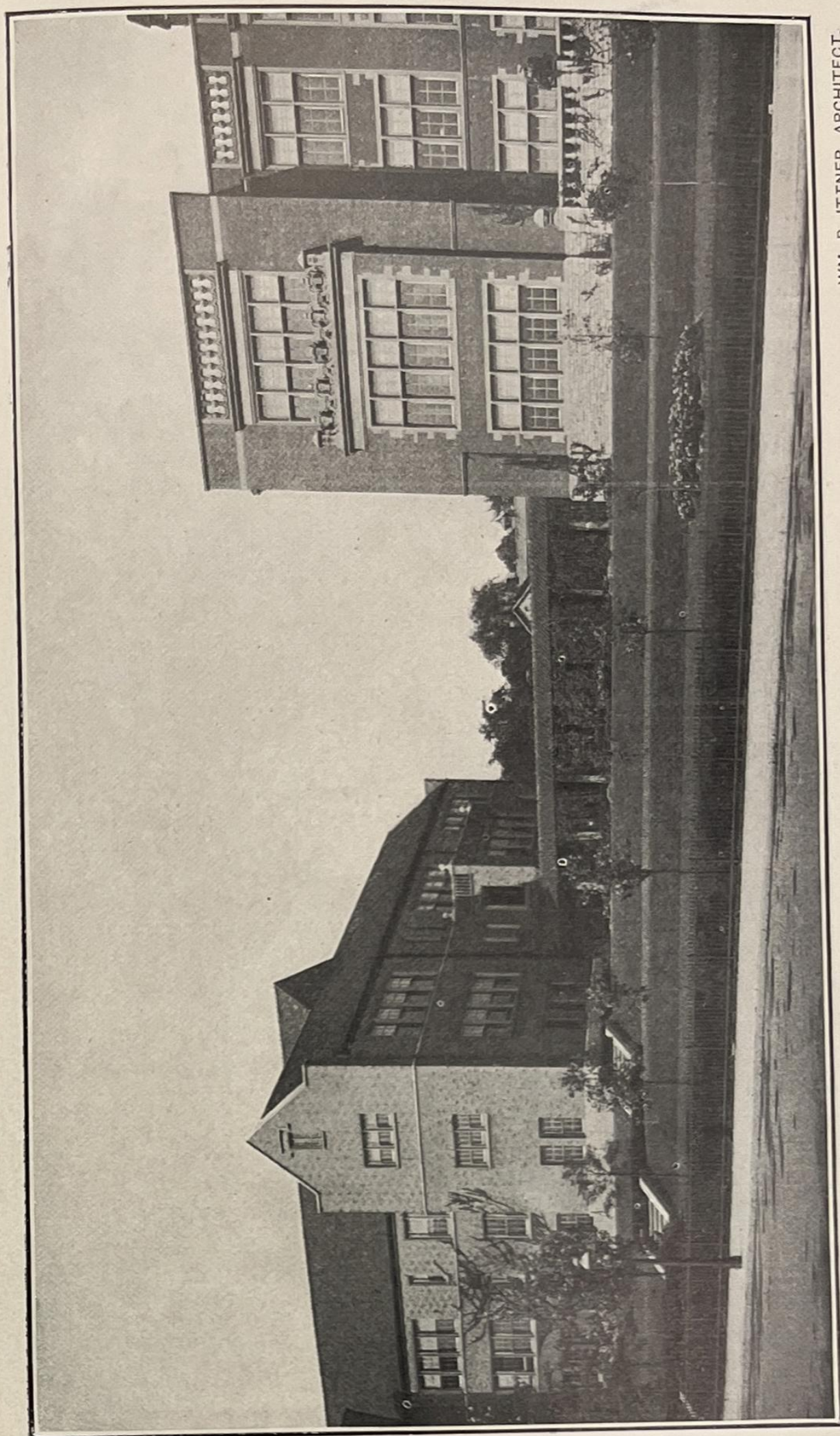


WYMAN SCHOOL AND TEACHERS' COLLEGE.

ST. LOUIS.



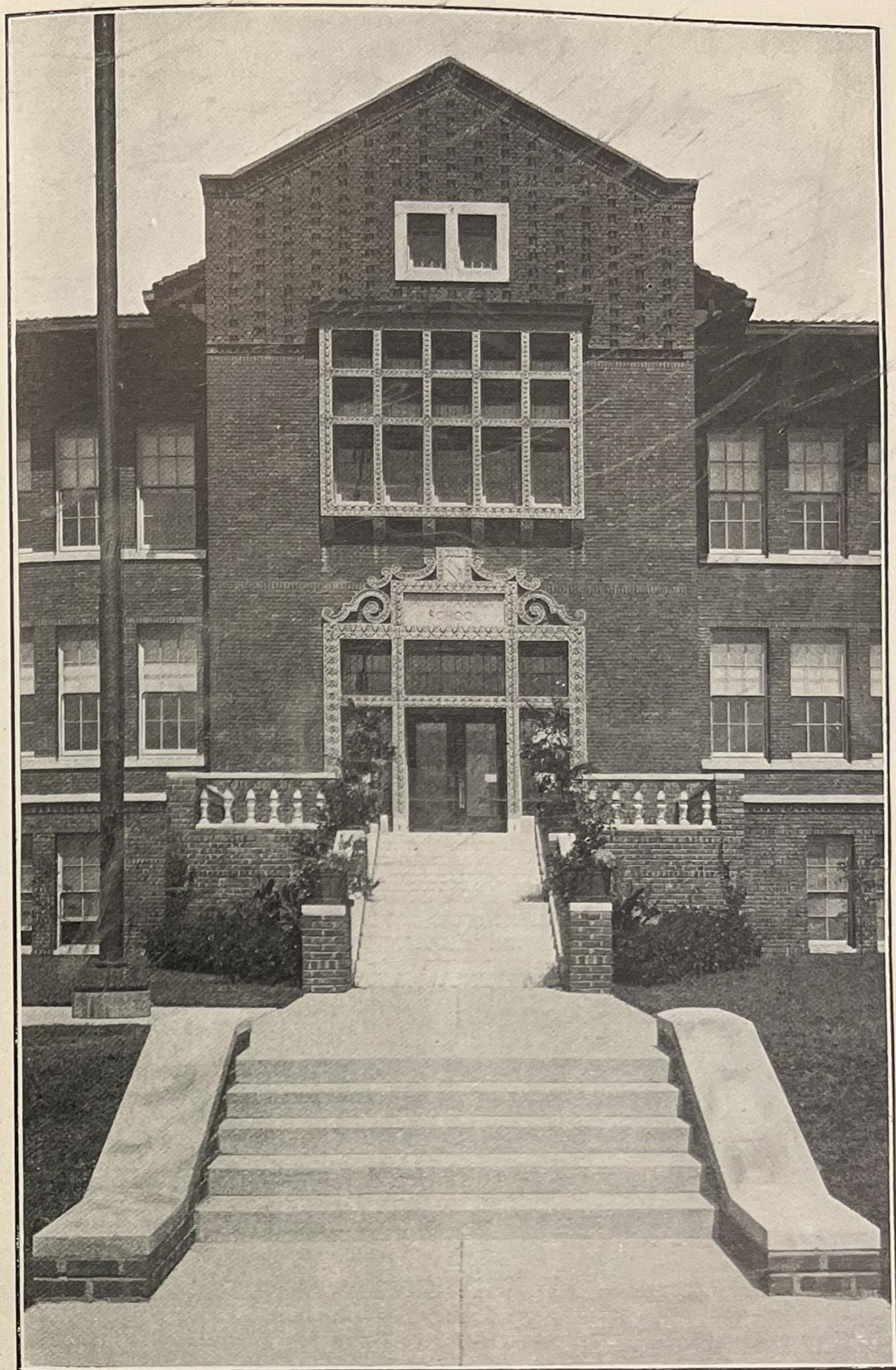
WM. B. ITTNER, ARCHITECT.



WYMAN SCHOOL AND TEACHERS' COLLEGE.

ST. LOUIS.
(Pergola joining the two schools.)

WM. B. ITTNER, ARCHITECT.



FARRAGUT SCHOOL.

ST. LOUIS.
(Entrance.)

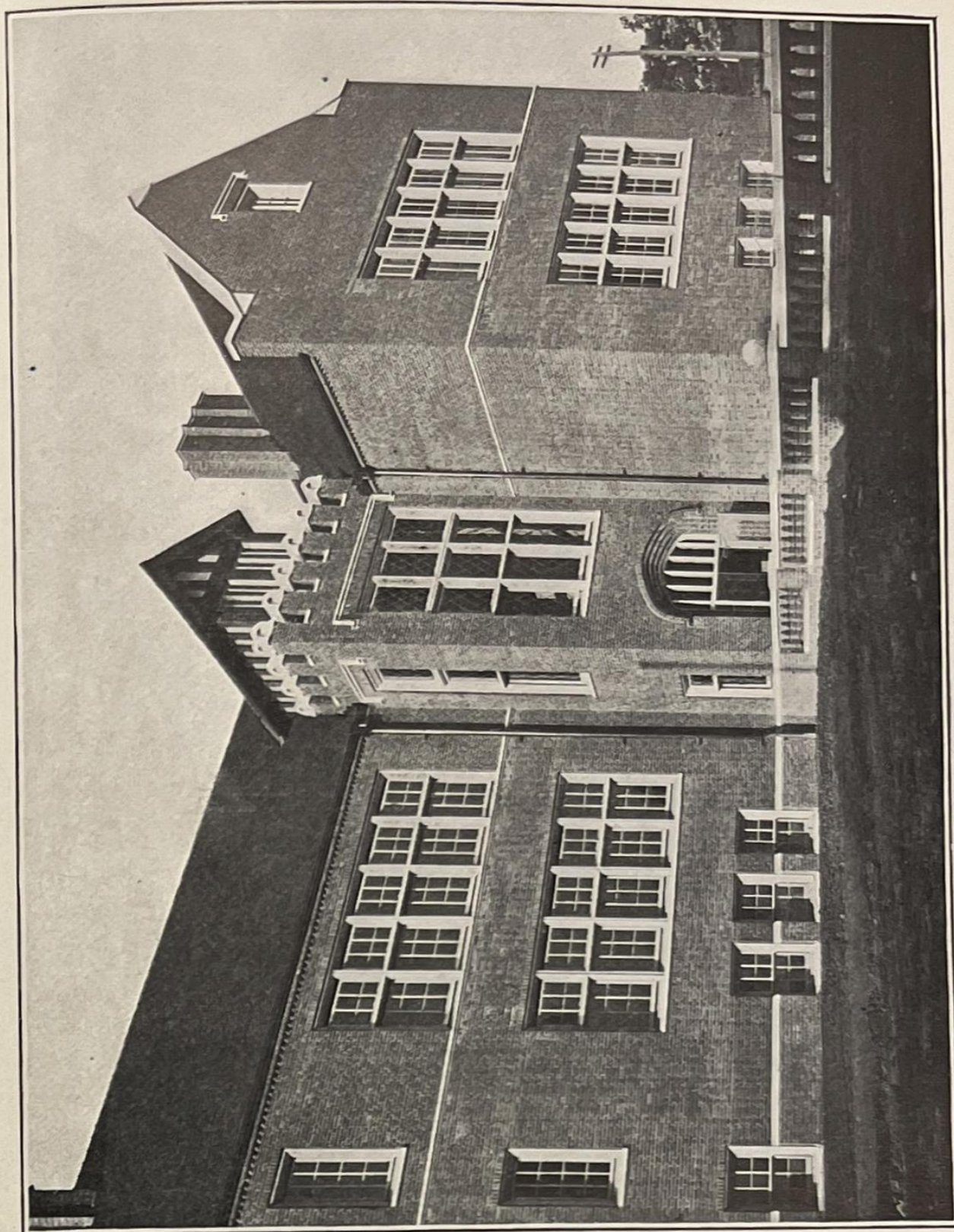
WM. B. ITTNER, ARCHITECT.



HEMPSTEAD SCHOOL.

ST. LOUIS.
(Entrance.)

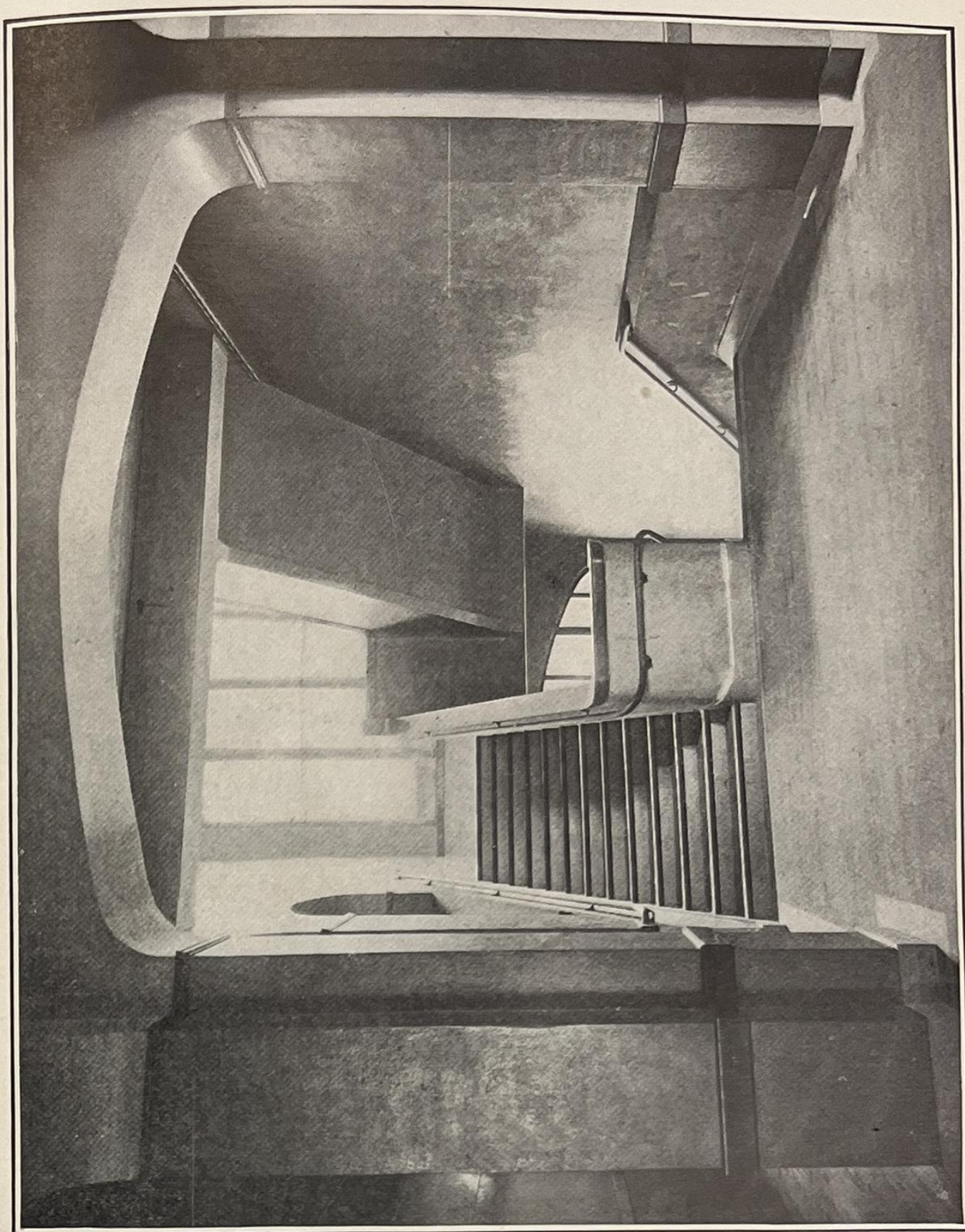
WM. B. ITTNER,
ARCHITECT.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.
(End pavilion.)

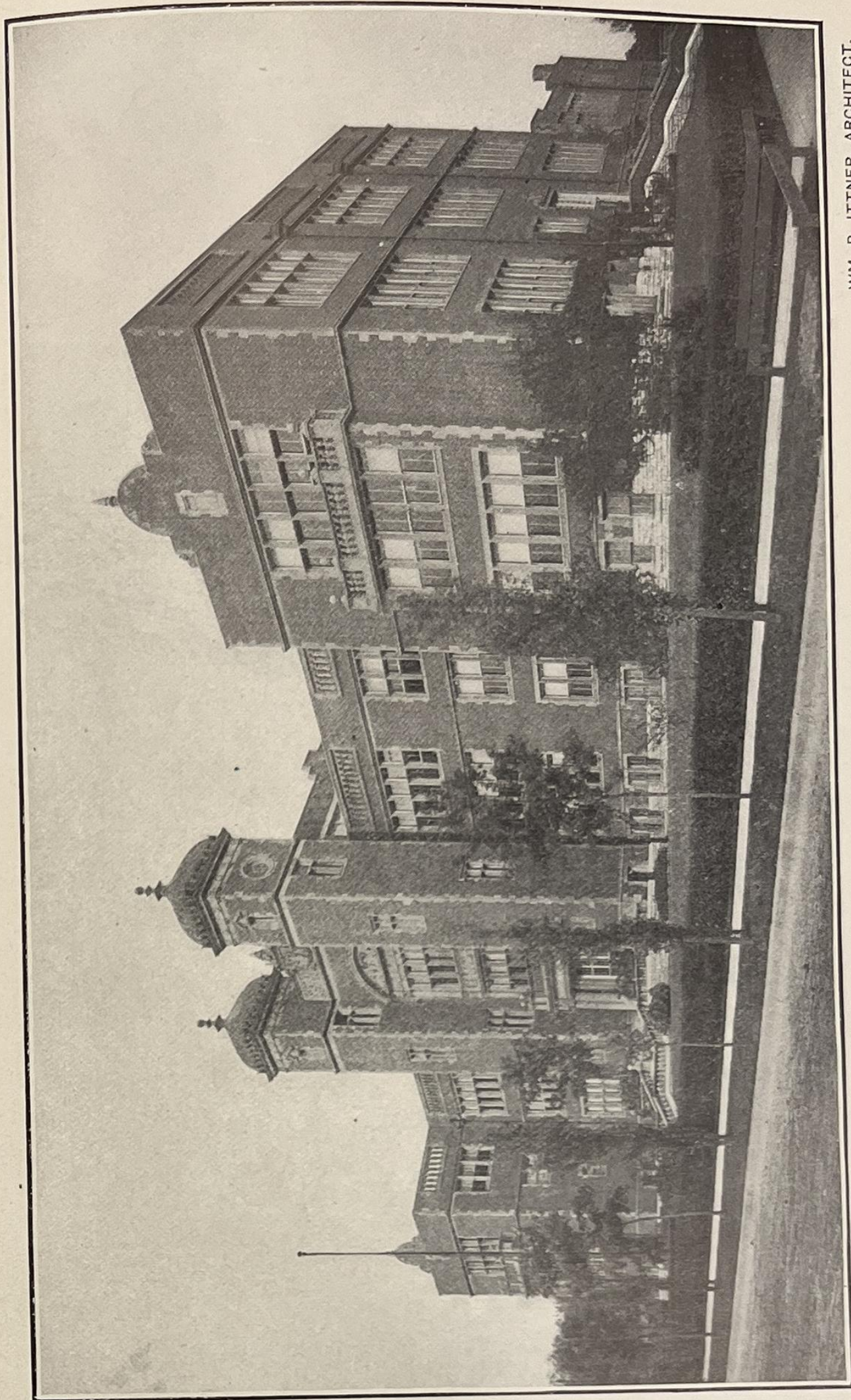
HEMPSTEAD SCHOOL.



HEMPSTEAD SCHOOL,

ST. LOUIS.
(Concrete stairway.)

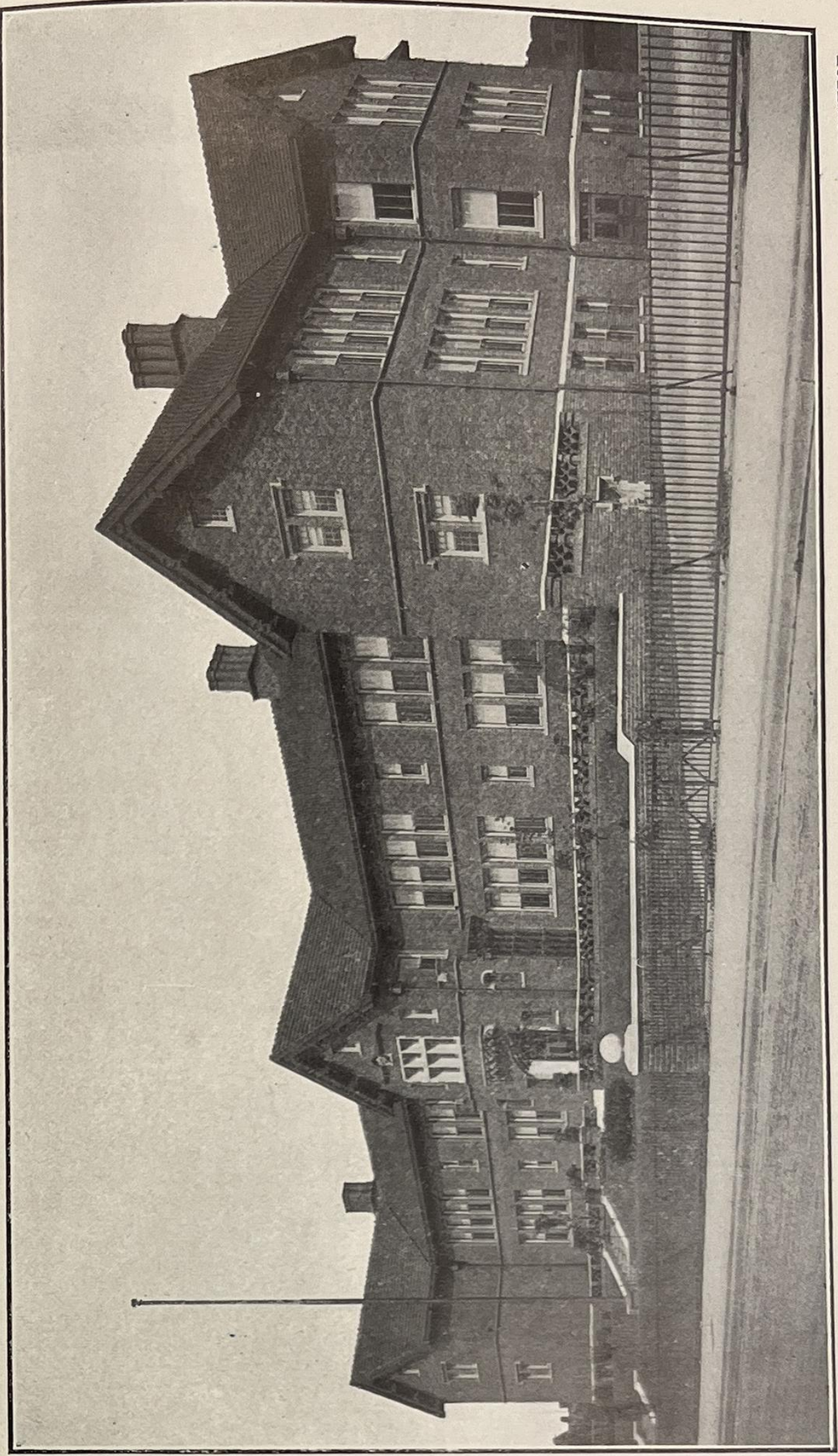
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YEATMAN HIGH SCHOOL.

ST. LOUIS.

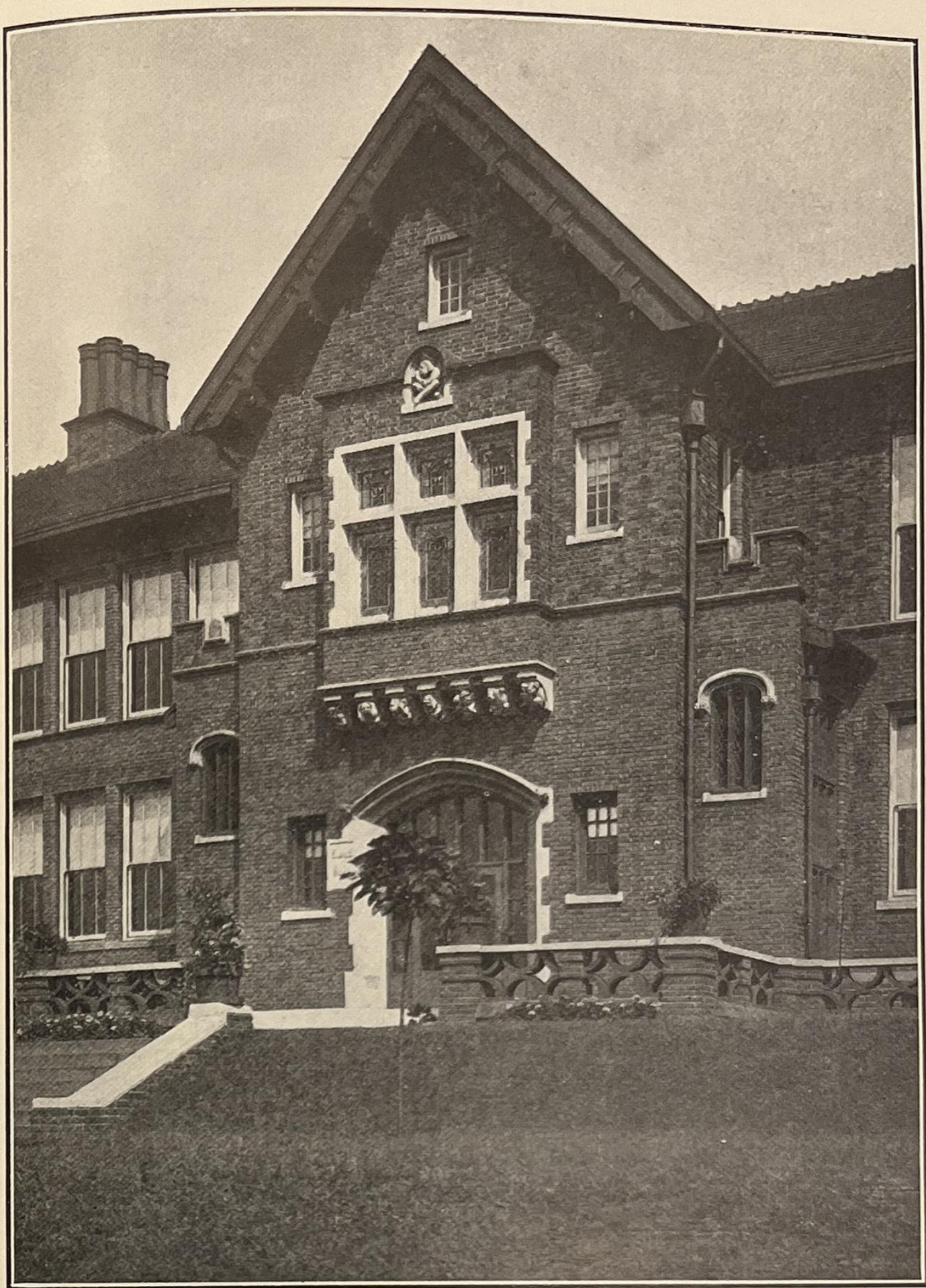
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SHEPARD SCHOOL

ST. LOUIS.

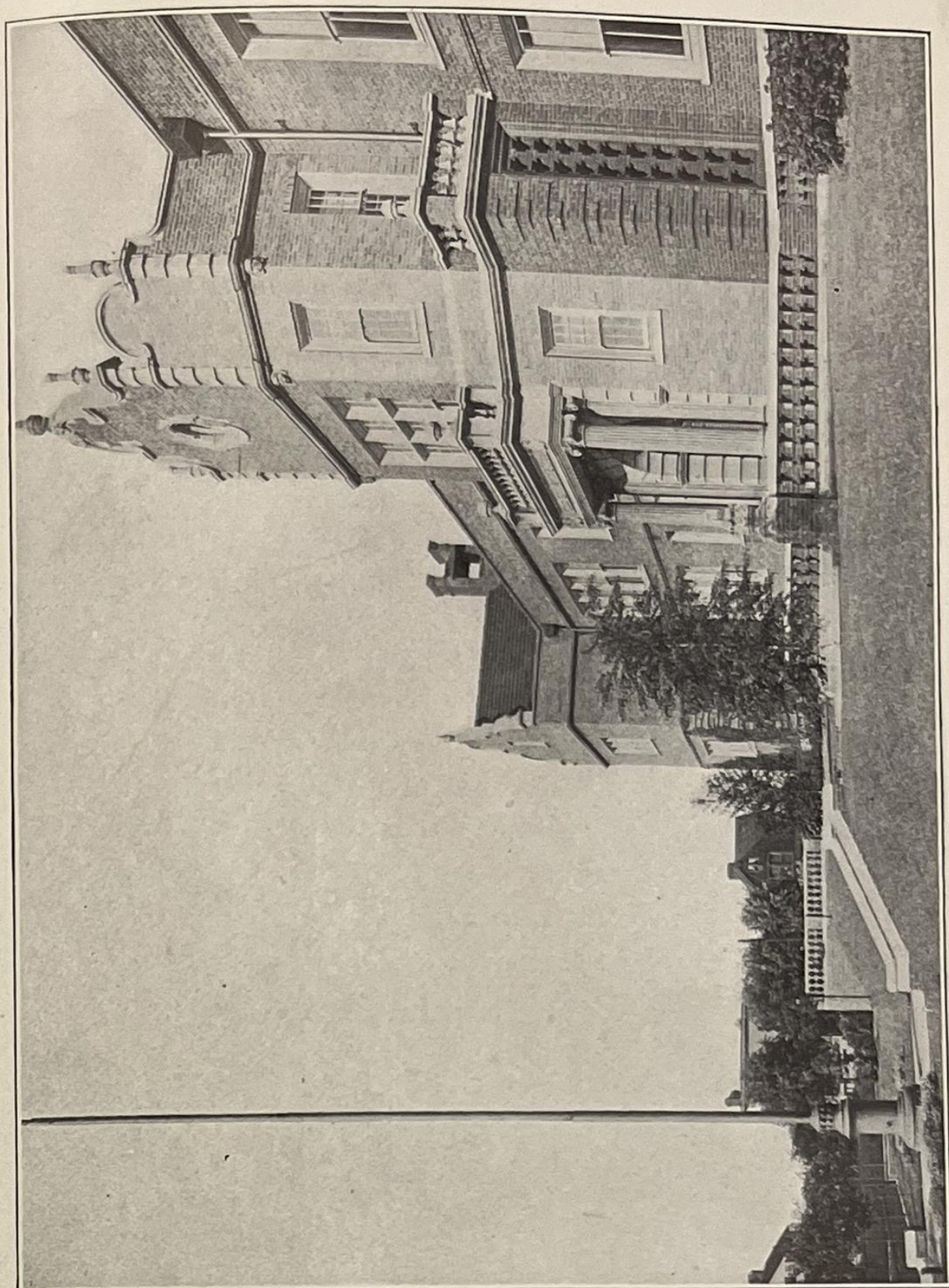
WM. B. ITTNER, ARCHITECT.



SHEPARD SCHOOL.

ST. LOUIS.
(Entrance.)

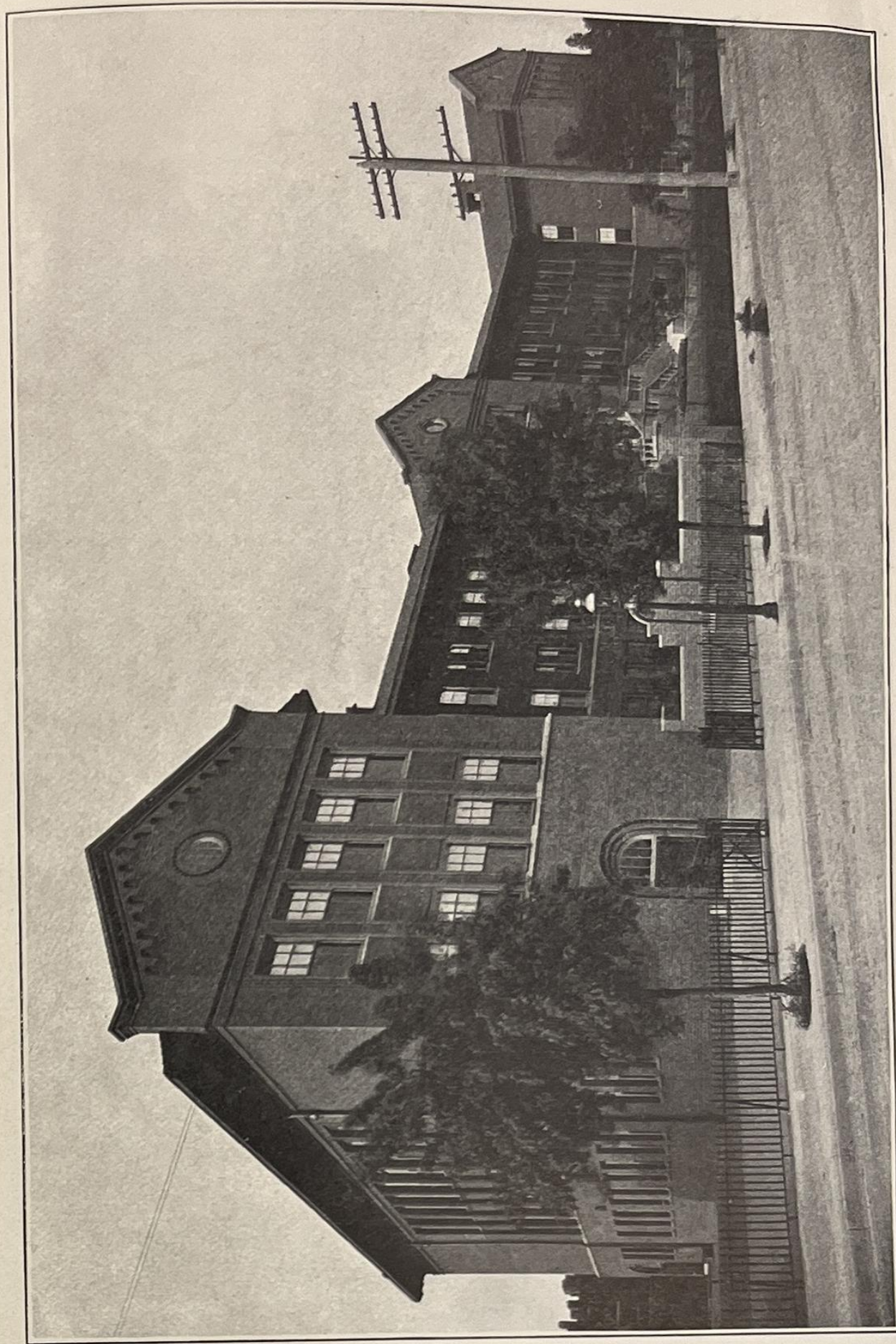
WM. B. ITTNER, ARCHITECT.



COTE BRILLIANTE SCHOOL.

ST. LOUIS.

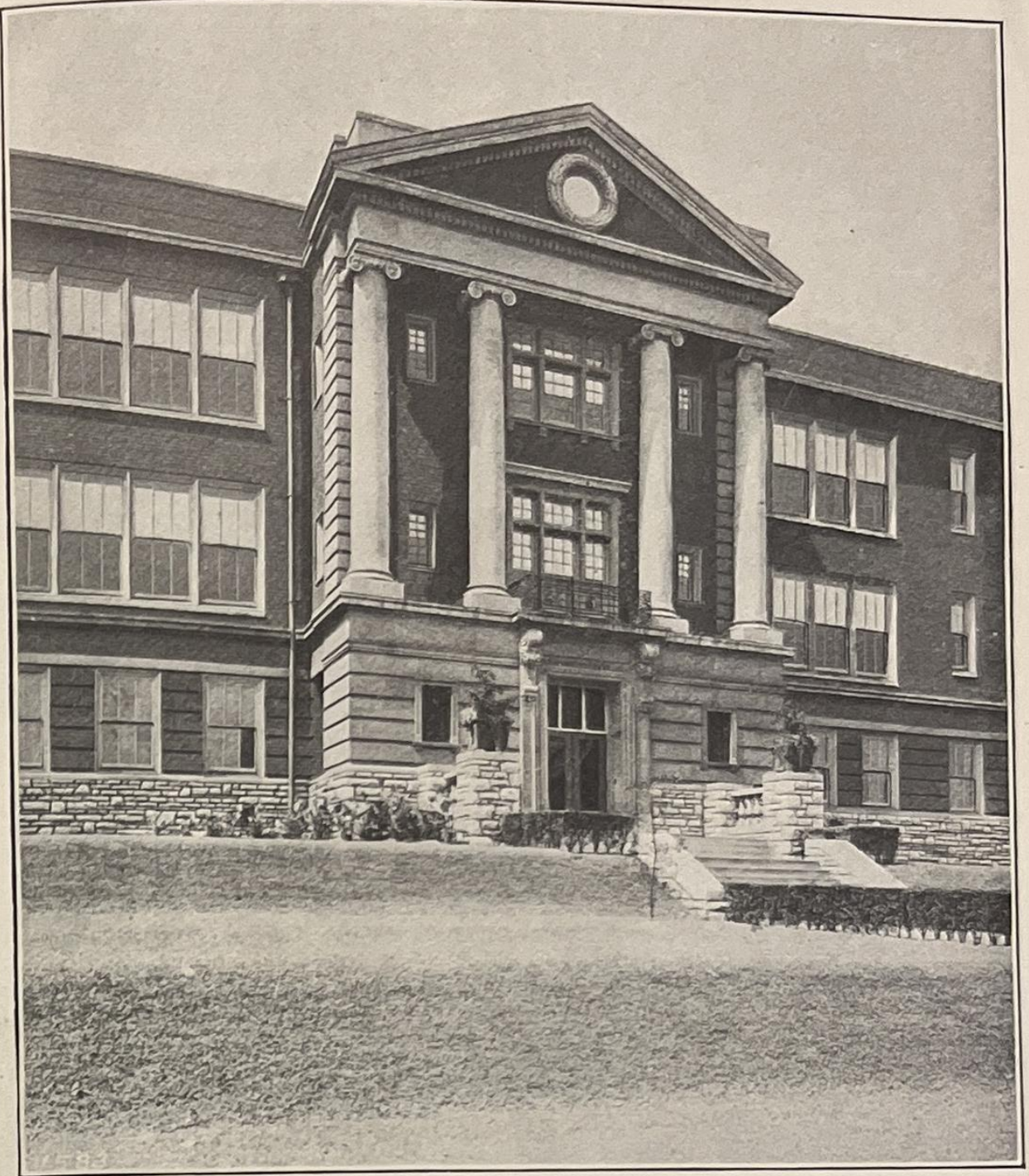
WM. B. ITTNER, ARCHITECT.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

FRANZ SIGEL SCHOOL



CLAY SCHOOL.

ST. LOUIS.
(Entrance.)

WM. B. ITTNER,
ARCHITECT.

built in with 1 inch of asphalt. Class rooms are 24 feet by 32 feet 6 inches, with a clear story height of 12 feet 6 inches. They are arranged for left-hand lighting only, a glass surface of 20 per cent of the floor area being provided. Class rooms accommodate from 48 to 54 pupils, depending on the grades, and are equipped with single seats. Blackboards are of natural slate placed on the 3 inner sides of the room, are $3\frac{1}{2}$ feet high, and are set from 2 feet in the lower grades to 2 feet 5 inches in the upper grades, above the floor. Each class room is provided with a wardrobe 16 feet by 5 feet 3 inches. Each wardrobe is provided with shelves and 60 hooks, portable umbrella rack, and, as a rule, is entered by 1 door only, but has a window opening to the air. The exits for the air are placed in these rooms, which insures their ventilation and assists in drying out wet clothing.

Each room is provided with a bookcase containing 65 running feet of shelving, a bracketed shelf over the blackboard at the front of the room, and picture molding. The class rooms are painted in plain colors, with a simple stencil frieze, the friezes in the kindergarten room being especially designed to typify childhood life. The corridors have a width of 14 feet, are amply lighted from the outside, and give direct access to all class rooms and the stairways. Stairways are usually placed at the ends of the main corridor and central to the group of rooms on either side of the axis of the building. They are never more nor less than 5 feet wide, with ample landings and have solid concrete balustrades.

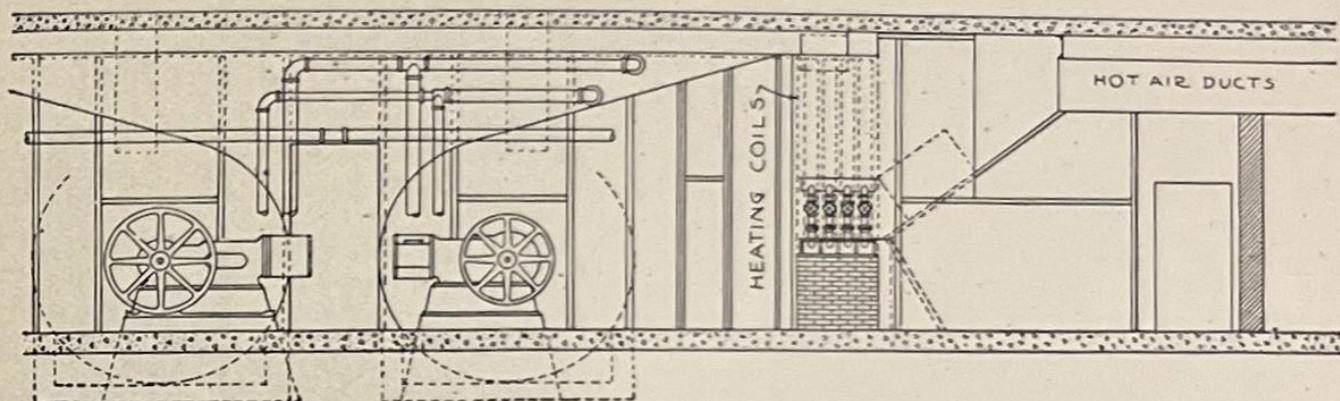
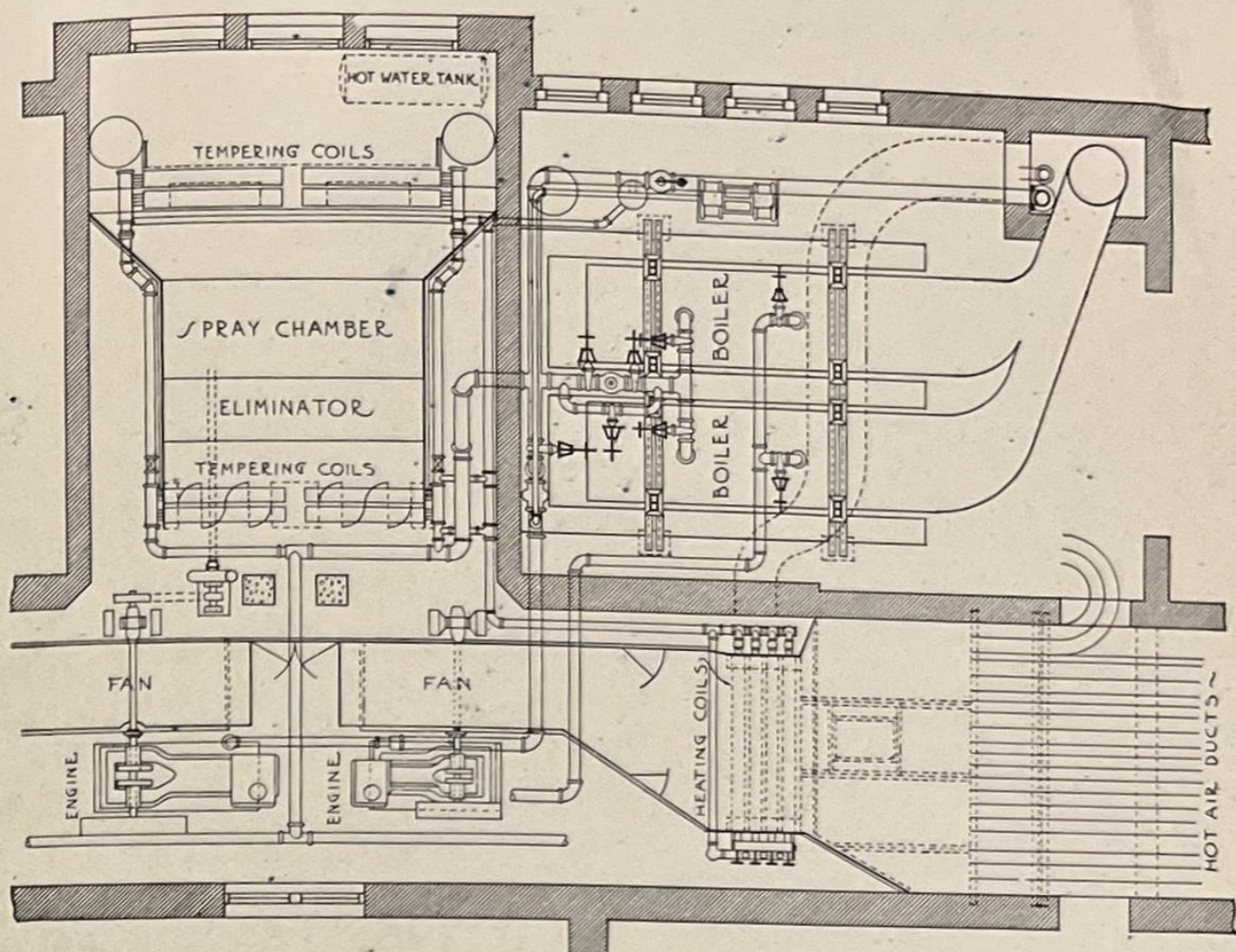
The exterior appearance of the buildings could hardly be improved. Extravagant material and ornamentation is avoided. The buildings announce themselves as handsome, modern school buildings. Very little stone is used in trimming. No attempt is made to accent the architectural treatment, except in the main entrance, which is generally dignified by a fitting treatment. The buildings provide in the basement boys' toilet and girls' toilet in the corners, girls' play room and boys' play room being large corner rooms occupying the other corners and in some cases one or possibly both of these rooms fitted up at one end with a small stage for use as an assembly hall. This, however, is not usual. In addition to these play rooms nearly every building shows 2 other play rooms which, in the recent buildings, are fitted up as boys' and girls' gymnasiums. These rooms are in the main part of the building and have front and rear light by direct light from an area which lies between the face of the building and the terrace, which is usually found in front of this entire space. Fresh-air inlet is between these 2 rooms, the fan and engine room generally occupying the exact center of the building, boiler rooms being the center of the rear face. The buildings are entered on the basement floor generally from 2 doors from the rear playgrounds, 1 on

each flank, just inside the toilet rooms. There are also front entrances by either a single main entrance directly in the center of the building, or in 2 subsidiary main entrances flanking the kindergarten, which may be thrown to the front of the building, as in the Patten, which may be thrown to the front of the building, as in the Patrick Henry School. Usually 2 entrances are provided on the main floor at the ends of the corridor just inside the side door of class rooms.

Two rooms adjoin the boys' and girls' gymnasium, flanking the fan and engine room, which in some cases are used as storerooms and in the congested and poorer sections of the city are fitted up with shower baths, and pupils are required to use them. Sometimes a manual training room is provided in the basement between the boys' toilet and the boiler room, the corresponding space on the opposite side being used as subsidiary rooms to the boiler service. The main floor of the building has a wide entrance hall, which is flanked by 2 class rooms on the main corridor front of the building, the kindergarten room with its adjacent rooms being directly across the corridor from the main entrance. Windows are provided between the kindergarten room and the main corridor, generally of decorative or stained glass. These windows assist in the lighting of this, the only part of the corridor which is not brilliantly illuminated.

Usually 3 class rooms are provided at each end of the building, leaving space for 2 small rooms between the corridor and inside the corner class room. One of these is always used for teachers' toilet and the others can be used for recitation rooms or any similar purpose. The second floor has practically the same plan, the space over the entrance hall being utilized for principal's office in 2 rooms, a lobby and a large front room. The space over the kindergarten is occupied sometimes by 2 class rooms and sometimes by a large room used for domestic science or for a school library. Aside from this the floor plan is the same as that of the floor below. Plumbing is usually of the most approved sanitary type, individual seat action closets provided in the general toilets and in the emergency toilets on each floor. Urinals are of glass and automatically flushed. Special provision has been made for ventilating these toilet rooms, those on the main floor having provision made for their ventilation by containing the exits for the system of forced ventilation of the corridors. Drinking fixtures over deep sinks, with porcelain cups, are installed in the corridors, in the basement, play rooms, and at least 1 on the wall of the building, outside, in each playground. The buildings are designed for low-pressure system of plenum steam heating and ventilation. Plans of the general basement layout of the heating and ventilating apparatus in one of the schools are shown herewith.

Illustrations herein give the general basement layout of the heating and ventilating apparatus for the New Baden School, now in course

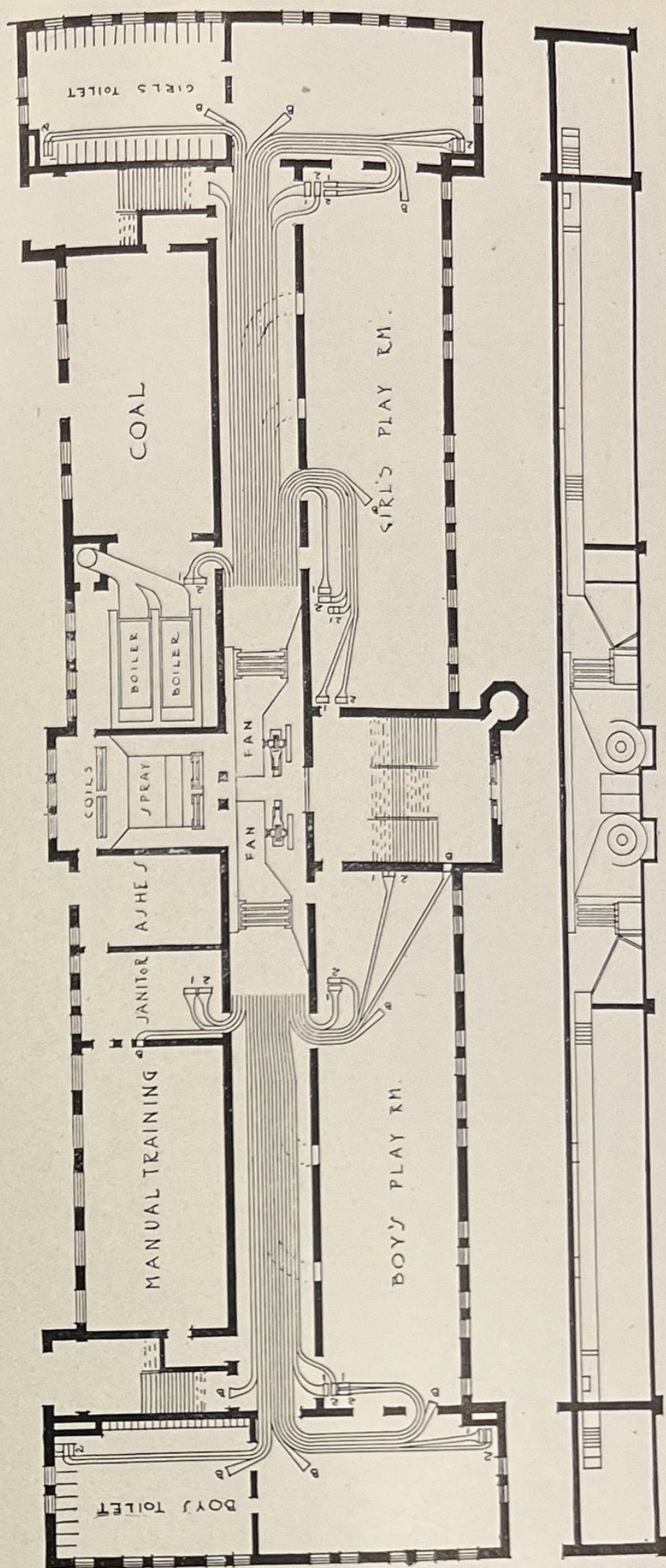


BADEN SCHOOL.

ST. LOUIS.

WM. B. ITTNER, ARCHITECT.

(Ventilating machinery.)

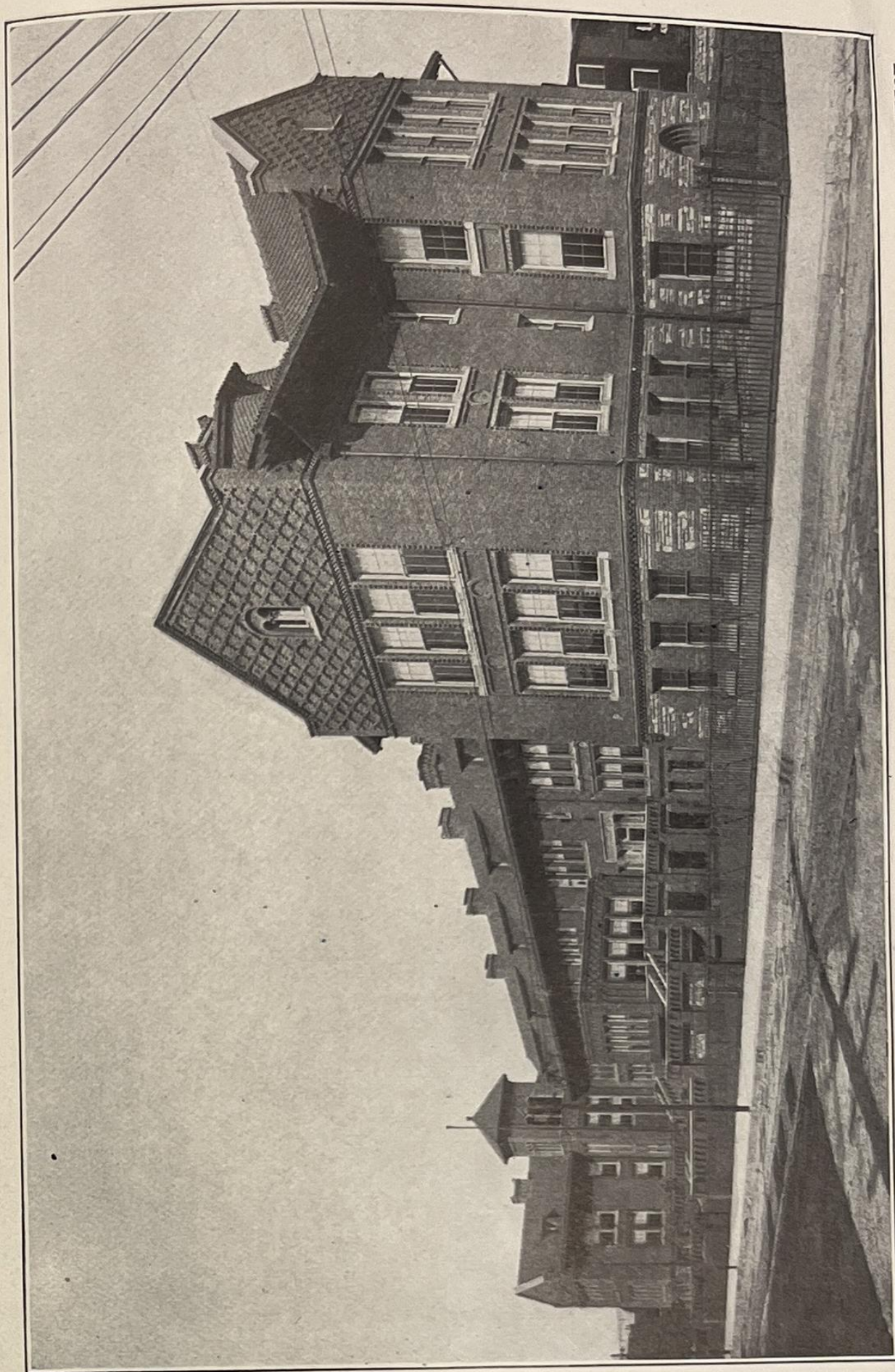


BADEN SCHOOL.

ST. LOUIS.

(Plan of basement, showing ventilation system.)

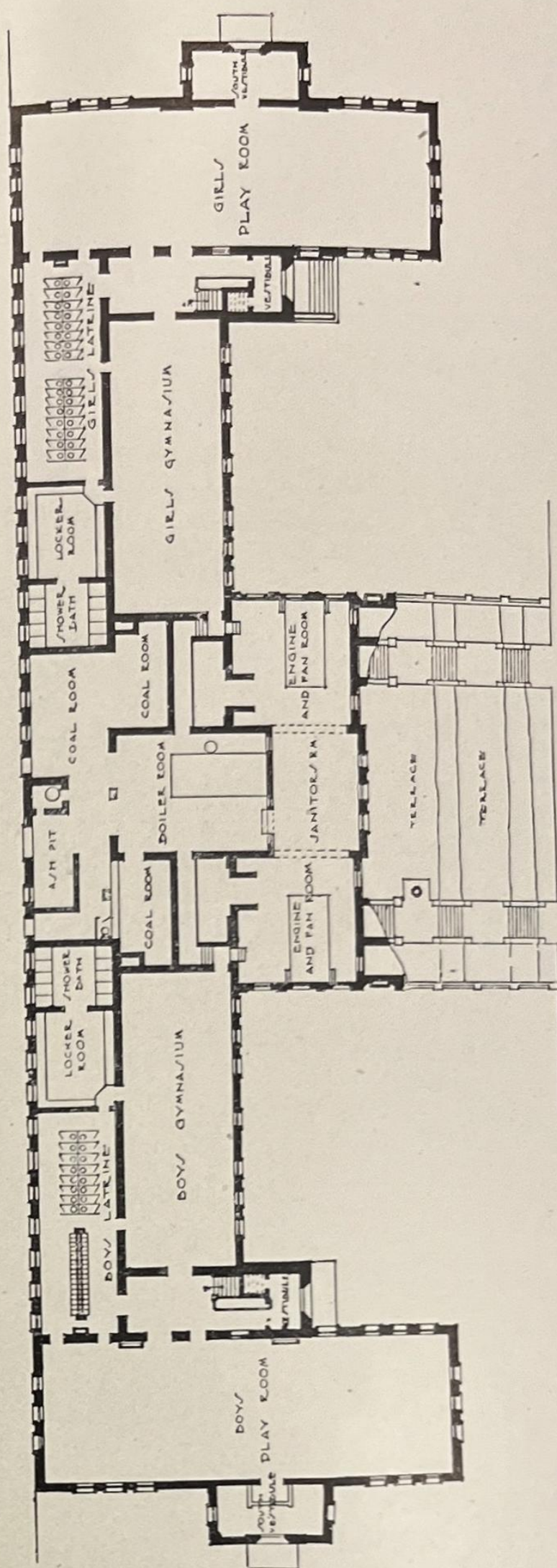
WM. B. ITTNER, ARCHITECT.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

PATRICK HENRY SCHOOL.

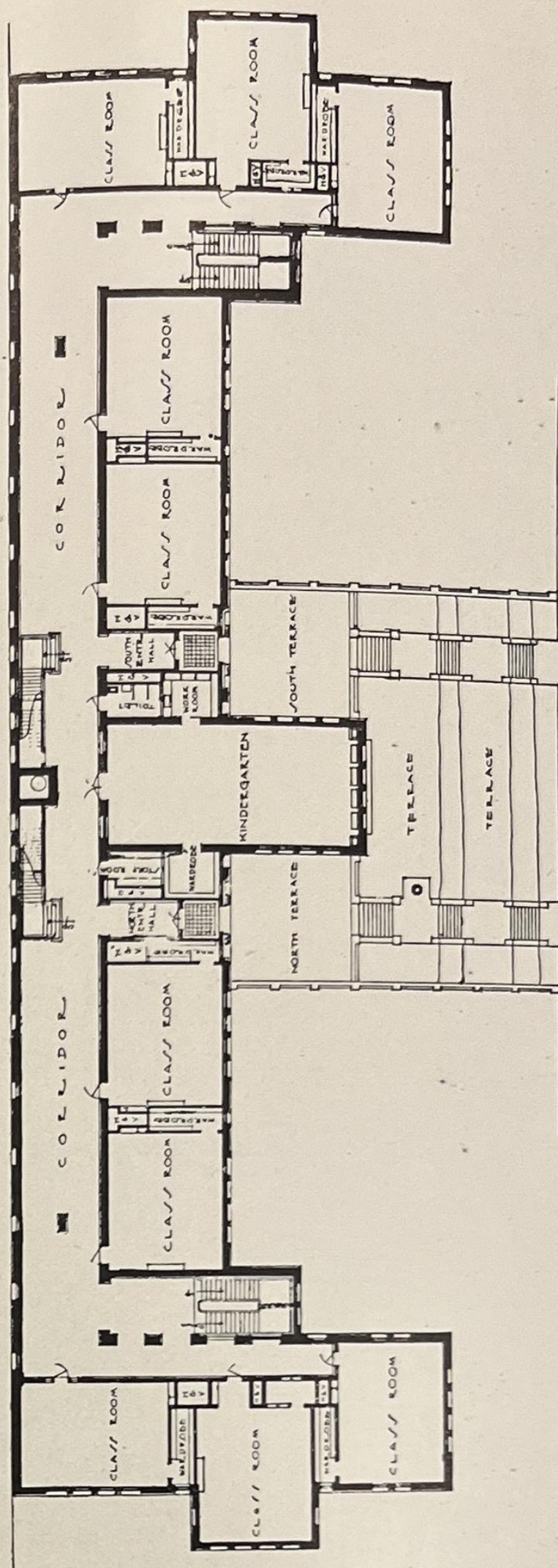


• BASEMENT PLAN •
Architect's Office
 1910

PATRICK HENRY SCHOOL.

ST. LOUIS.

WM. B. ITTNER, ARCHITECT.

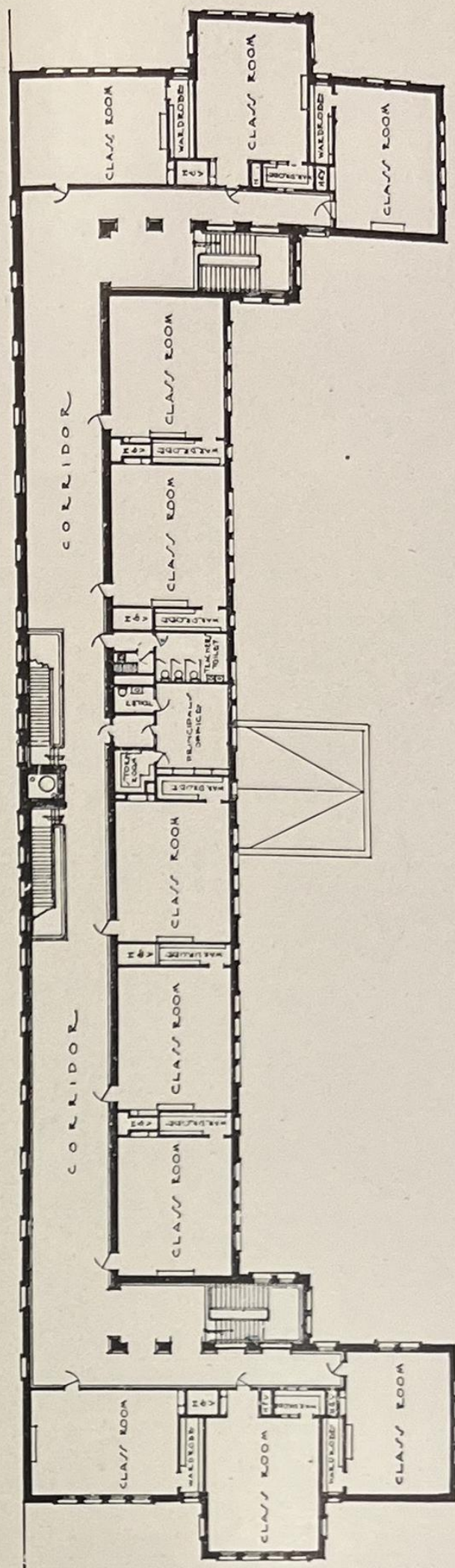


FIRST FLOOR PLAN
 SCALE
 1" = 10'

WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

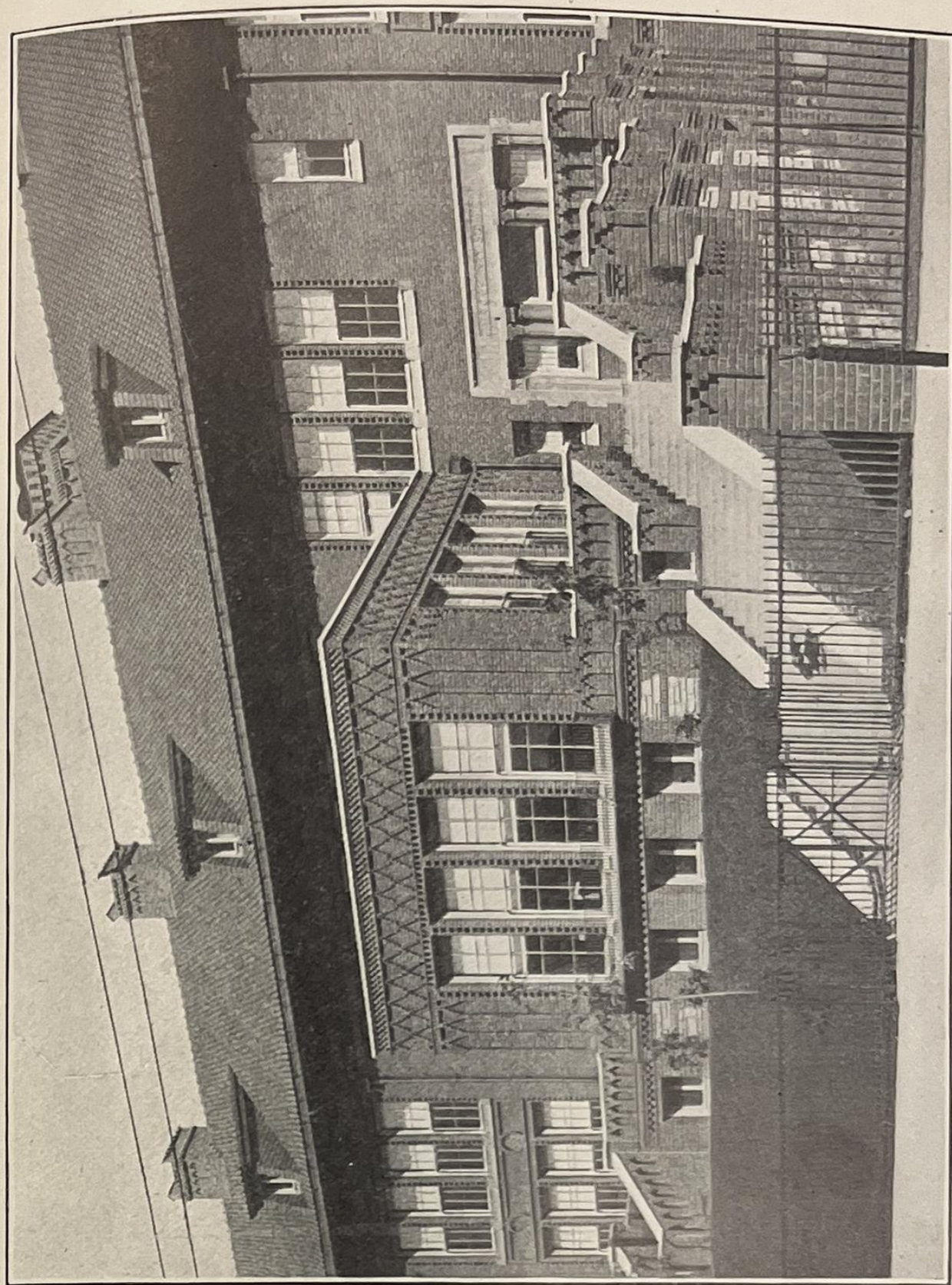
PATRICK HENRY SCHOOL.



WM. B. ITTNER, ARCHITECT

ST. LOUIS.
(Second floor plan.)

PATRICK HENRY SCHOOL.



PATRICK HENRY SCHOOL.

ST. LOUIS.
(Entrance.)

WM. B. ITTNER, ARCHITECT.

of erection. The main portion of this building is to be 2 stories in height above the basement, with an ample lecture room located on the third floor. There are 18 class rooms, a kindergarten, and a domestic science room, making an equivalence to 21 class rooms.

The mechanical equipment is designed to furnish the air for ventilation at a sufficient temperature to make up for all losses. Thus there will be no unsightly piping or radiators to contend with in any portion of the building. Each duct, with its sizes marked, runs to risers H-1 or H-2, according to whether it leads to a first or second floor room.

For a detail of the apparatus, reference is made to cuts herein. The plant is designed to operate under a steam pressure of 15 pounds, with a back pressure of 2 pounds in the coils. The installation consists of two 8-foot by 4½-foot fans, direct driven by 15-inch by 10-inch and 18-inch by 12-inch engines. The larger engine drives the centrifugal pump for the air washer, in addition to pulling its fan. This washer is located between the 2 sets of tempering coils in a "spray chamber." This washer removes practically all foreign matter from the air by passing the same through finely divided sprays of water. An eliminator removes all excess free water from the air before it comes in contact with the next tempering coil.

The air enters through intake windows, indicated at top of plan, and immediately passes through the first tempering coils. The steam supply to these coils is controlled by a thermostat located in the intake and automatically turns steam into the coils at some point before the outside temperature reaches the freezing point, thus protecting the washer from freezing. By-pass doors are located at the side of coils and these are gradually opened or closed by a thermostat located immediately past the eliminator. Thus a constant temperature may be maintained for the air as it strikes the washer. This is a matter of considerable importance, as it has a bearing on the ultimate relative humidity of the air.

After passing the eliminator the air meets the second set of tempering coils, which brings the air up to a temperature of 70°. The air then divides and passes into the 2 fans.

Each fan drives the air through the heating coils into the "hot room," and under the same coils into the "tempered air room." Thus the tempering air is not heated after leaving the fan. A thermostat is located in this latter compartment, for controlling the by-pass doors under the second set of tempering coils, thus maintaining a constant temperature of 70°. Tempered air, hot air, or a mixture of the two, is forced by the fan into the air ducts. A thermostat located in each class room controls the proportionate quantities by means of mixing dampers, and thus a temperature is maintained varying not in excess of 1° either side of a given point.

A fresh-air supply of 30 cubic feet per minute is allowed for each pupil. This necessitates about 8 complete changes of air per hour in every class room. Since the corridors and basement are occupied intermittently, 4 changes per hour are planned for these localities. All plants are designed to secure these results with a safe margin of reserve in case it should be required for any reason.

The usual boiler installation consists of two 60-inch by 16-foot return tubular units with downdraft furnaces. Except in extreme weather one boiler is all that is needed and for this reason but 1 large boiler is seldom installed, it being preferred to use 2 smaller ones to economize the fuel as well as to save head room. Air movements in the rooms have been tested and it is found that the fresh air enters at a velocity of about 300 feet per minute near the ceiling, evenly distributed over the rear two-thirds of the room, gradually driven downward by the fresher air behind, then works downward and forward to the wardrobe openings.

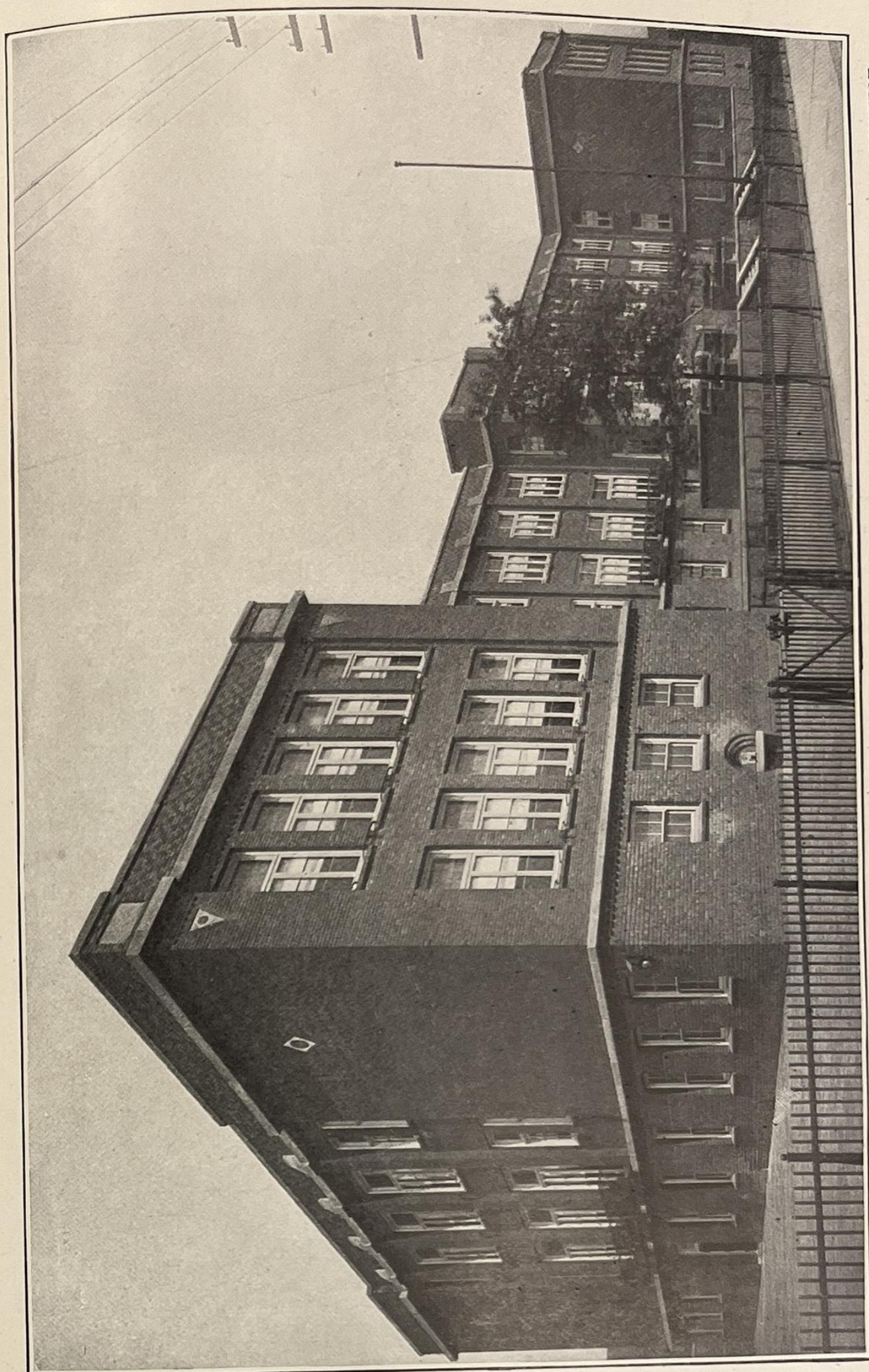
A brief tabulation of the cost of some of the recent buildings in this city is given later in this report and the Commission considers itself fortunate to be able to show so many views of these handsome buildings.

Three types are submitted in plan also, first, of the Patrick Henry School, which has no rooms behind the corridor, has 2 main entrance steps, with the kindergarten room extending in front of the main face of the building between the 2 entrances. Stairs in this type are in the front of the building at the end of the corridor and also in the corridor just opposite the entrance. Basement entrance leads into 2 play rooms at the middle of each end of the buildings, the play rooms extending the full depth of the building, the toilet rooms being inside against the rear face, girls' and boys' gymnasium occupying the space between the play rooms and the center of the building. This type has 21 class rooms and a kindergarten, the kindergarten extending only through the first floor and having twice the size of an ordinary room. The space occupied by 1 class room is given up to principal's office and teachers' toilet on the second floor.

The Patrick Henry School, which is the one selected as the type, is located in a very congested section of the city where the children are of foreign birth, and is provided with boys' and girls' shower baths, and with an installation for washing air in the inlet chamber.

The second type is the Lafayette type, where there is a single main entrance, 2 class rooms on each side in the face directly flanking it and a large kindergarten directly opposite. Stairs in this type are in the back of the building, opposite the ends of the corridor.

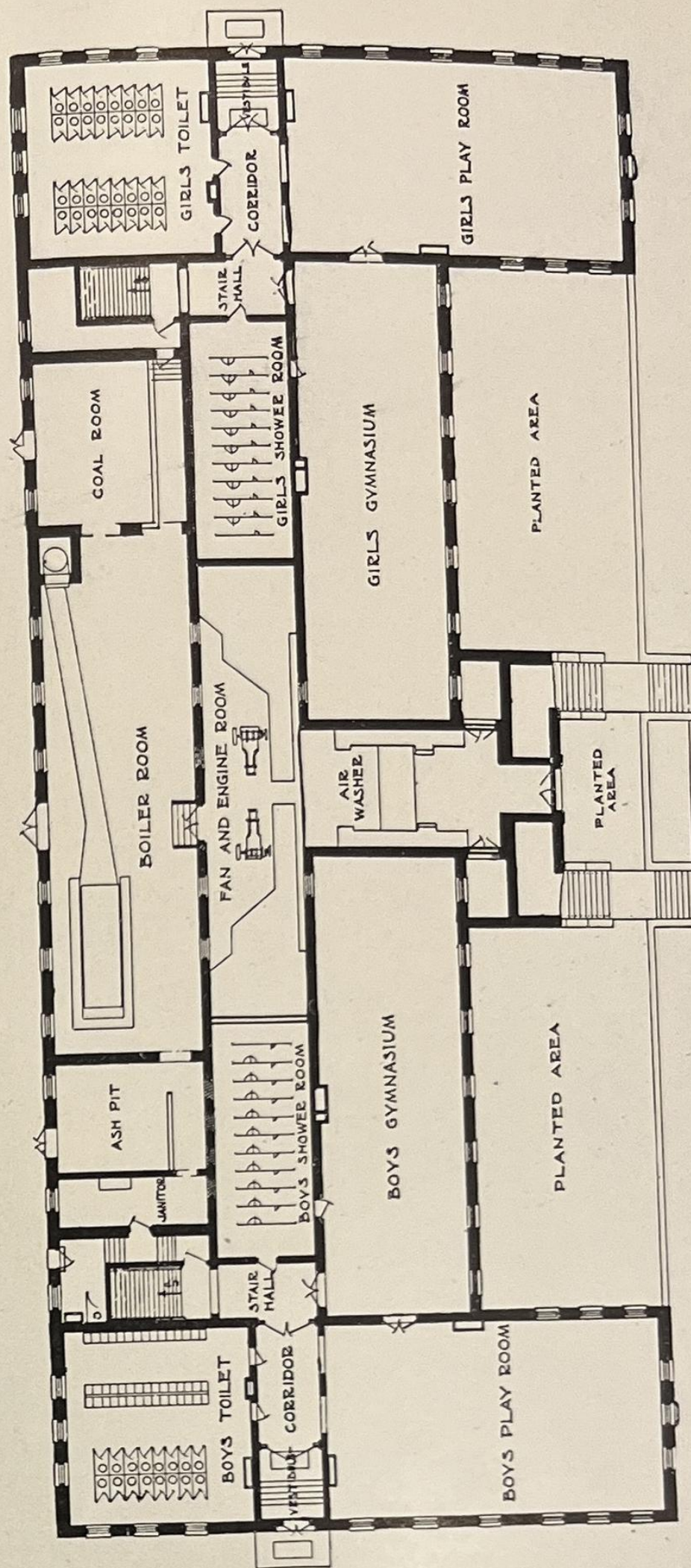
The third type, and possibly the best, is similar to the first type as to the location of the stair, but similar to the second type as to the location of rooms. It is slightly longer than the second type and



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

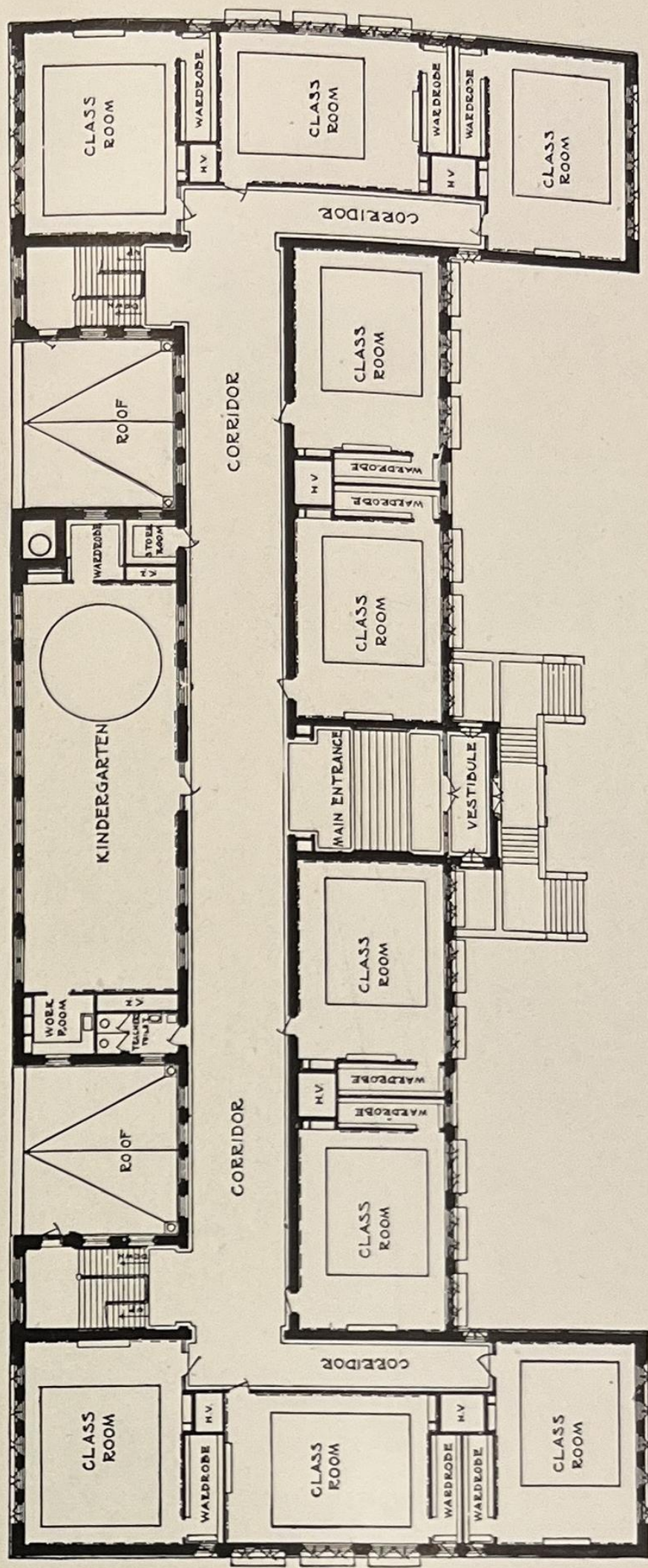
LAFAYETTE SCHOOL.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.
(Basement plan.)

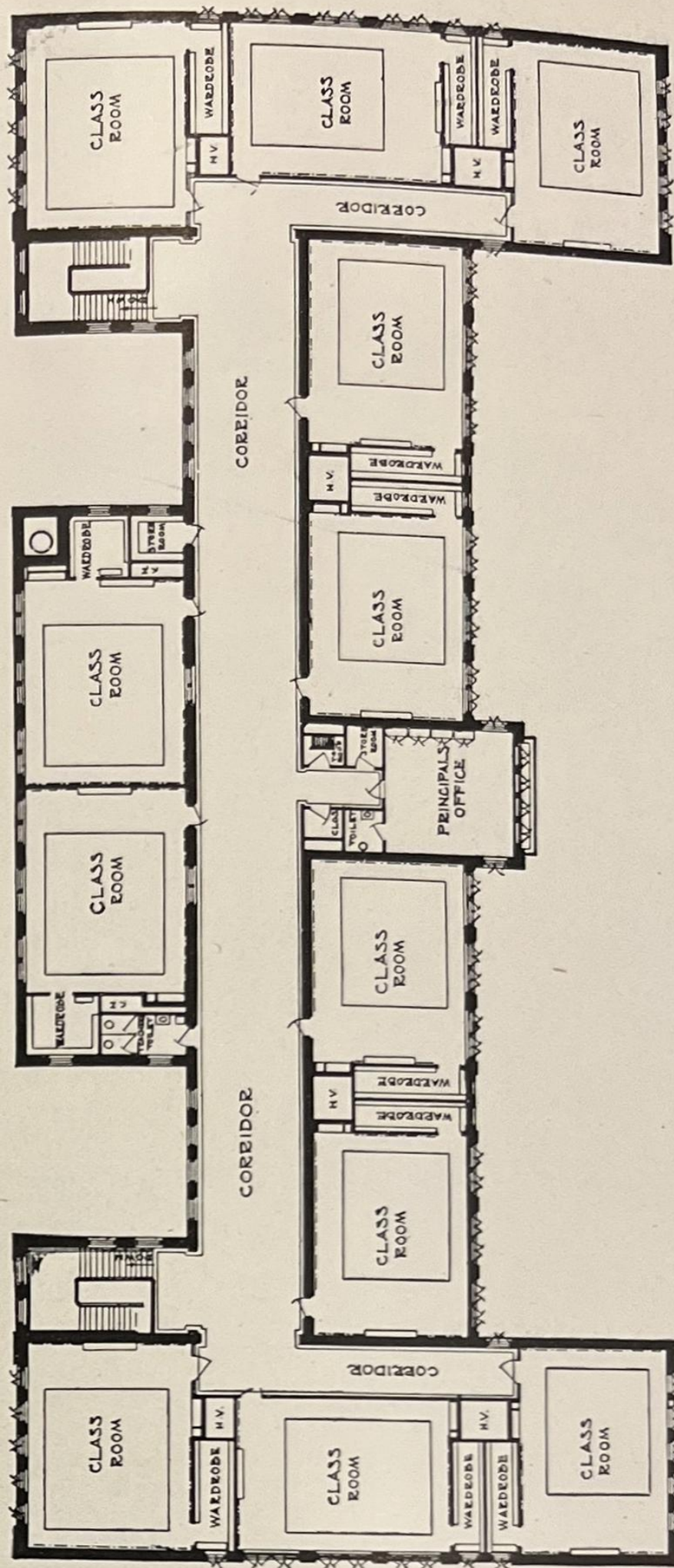
LAFAYETTE SCHOOL.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.
(First floor plan.)

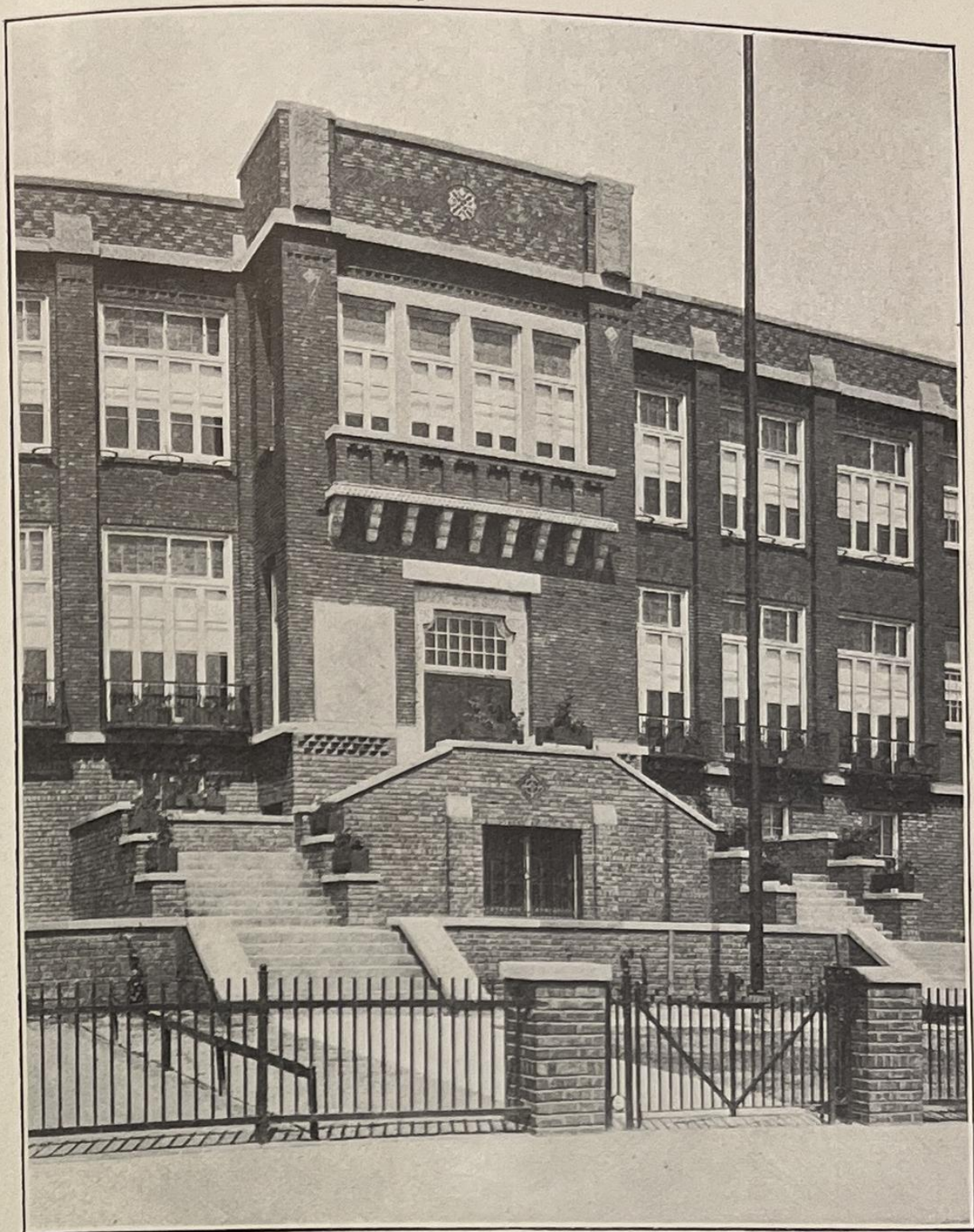
LAFAYETTE SCHOOL.



LAFAYETTE SCHOOL.

ST. LOUIS.
(Second floor plan.)

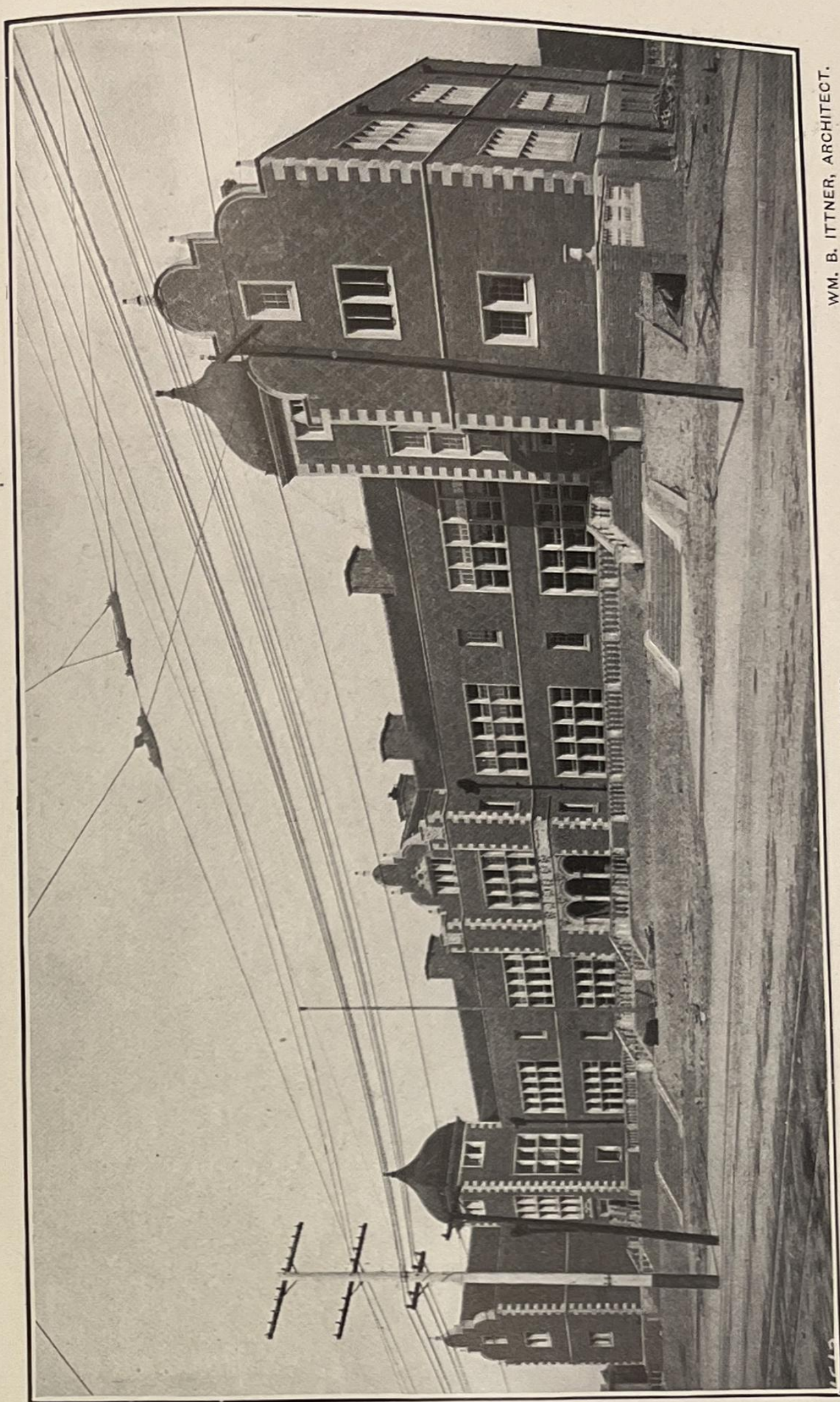
WM. B. ITTNER, ARCHITECT.



LAFAYETTE SCHOOL.

ST. LOUIS.
(Entrance.)

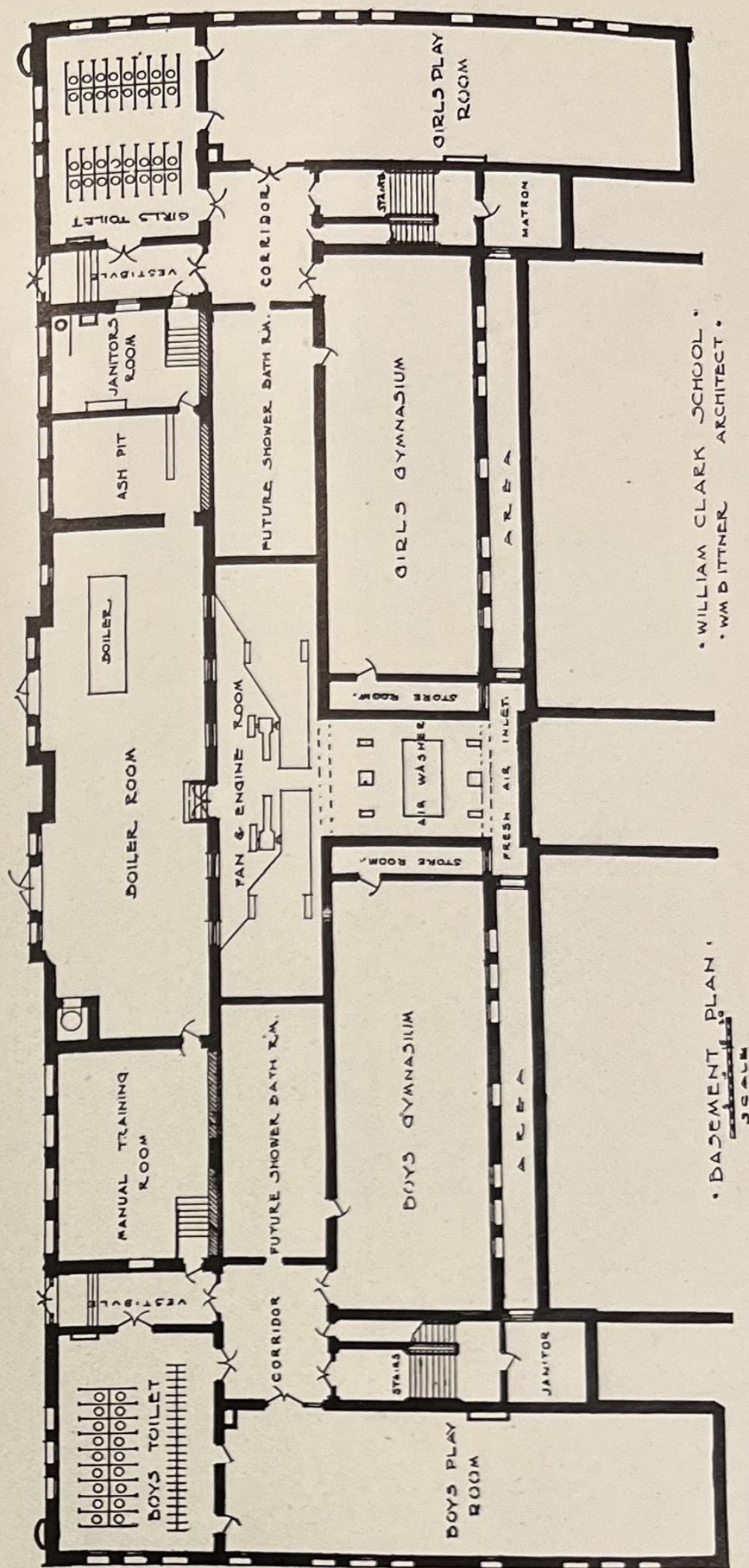
WM. B. ITTNER, ARCHITECT.



WILLIAM CLARK SCHOOL.

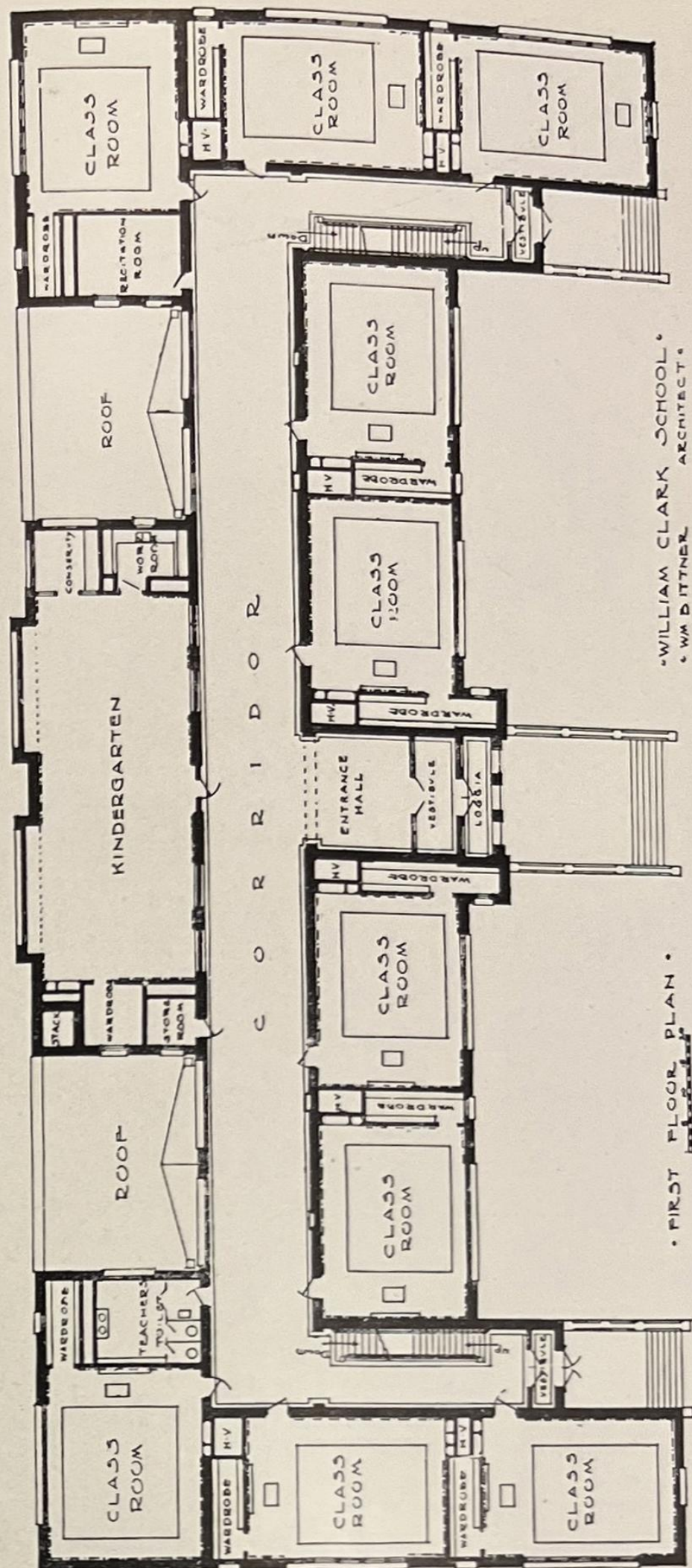
ST. LOUIS.

WM. B. ITTNER, ARCHITECT.



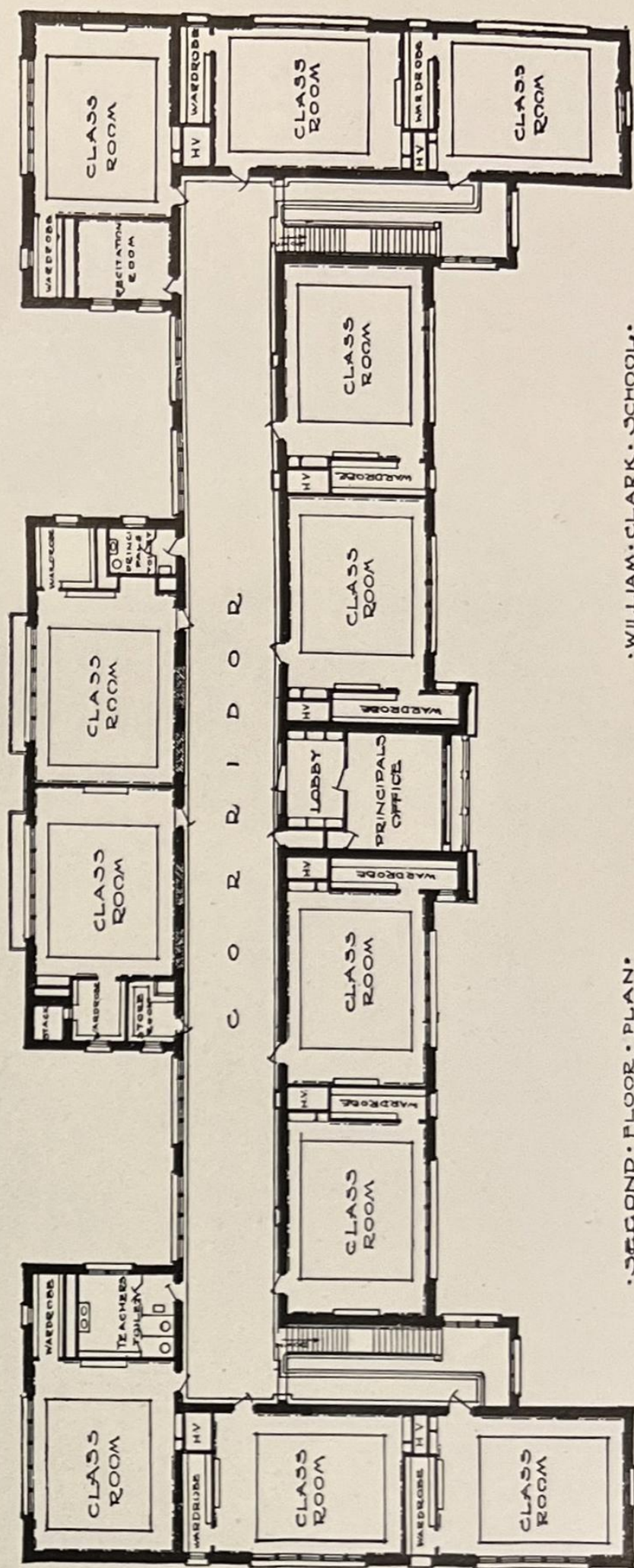
• WILLIAM CLARK SCHOOL •
 • WM DITTNER ARCHITECT •

• BASEMENT PLAN •
 SCALE



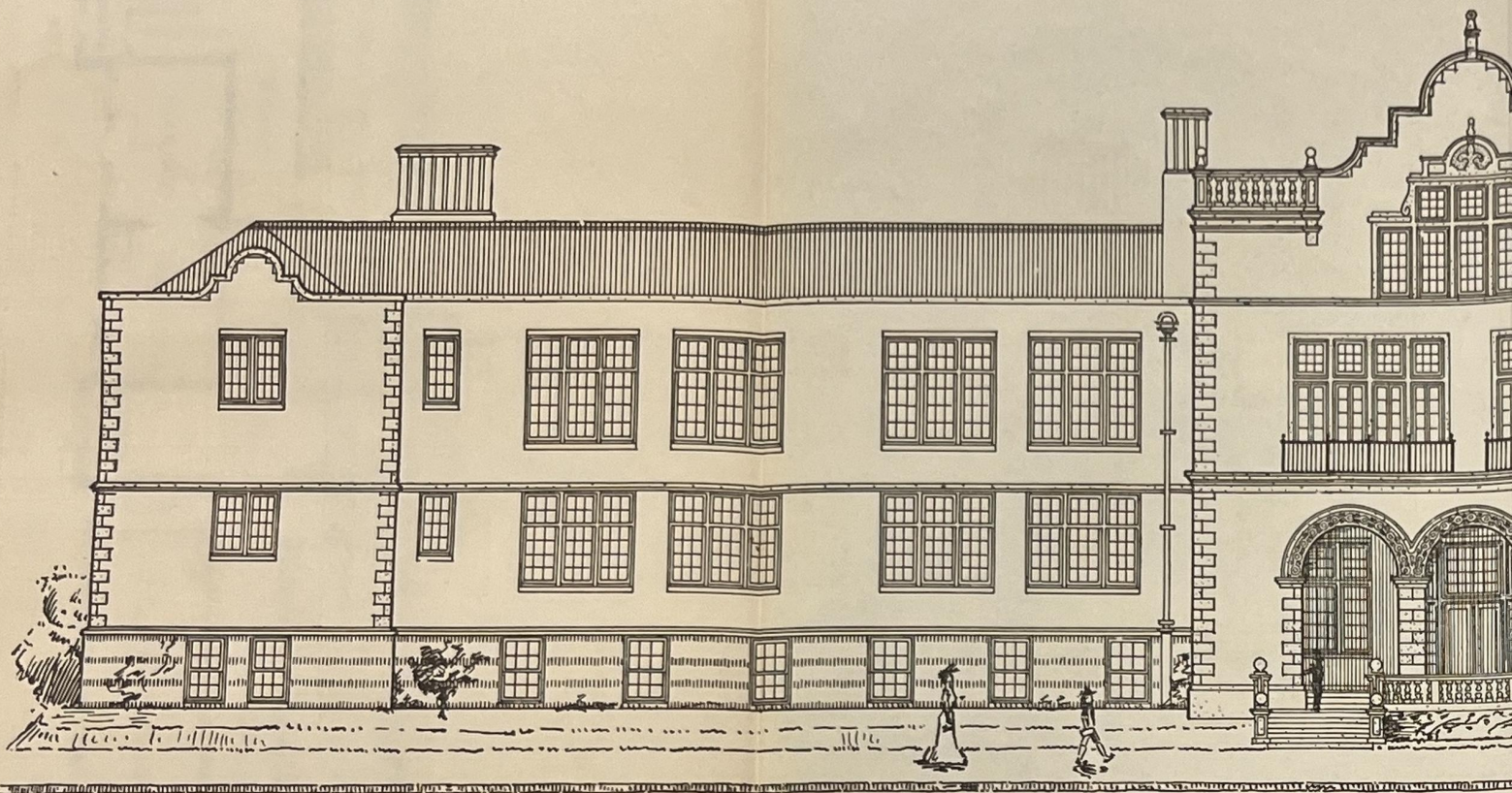
WILLIAM CLARK SCHOOL.
WM DITTNER ARCHITECT.

FIRST FLOOR PLAN.
SCALE



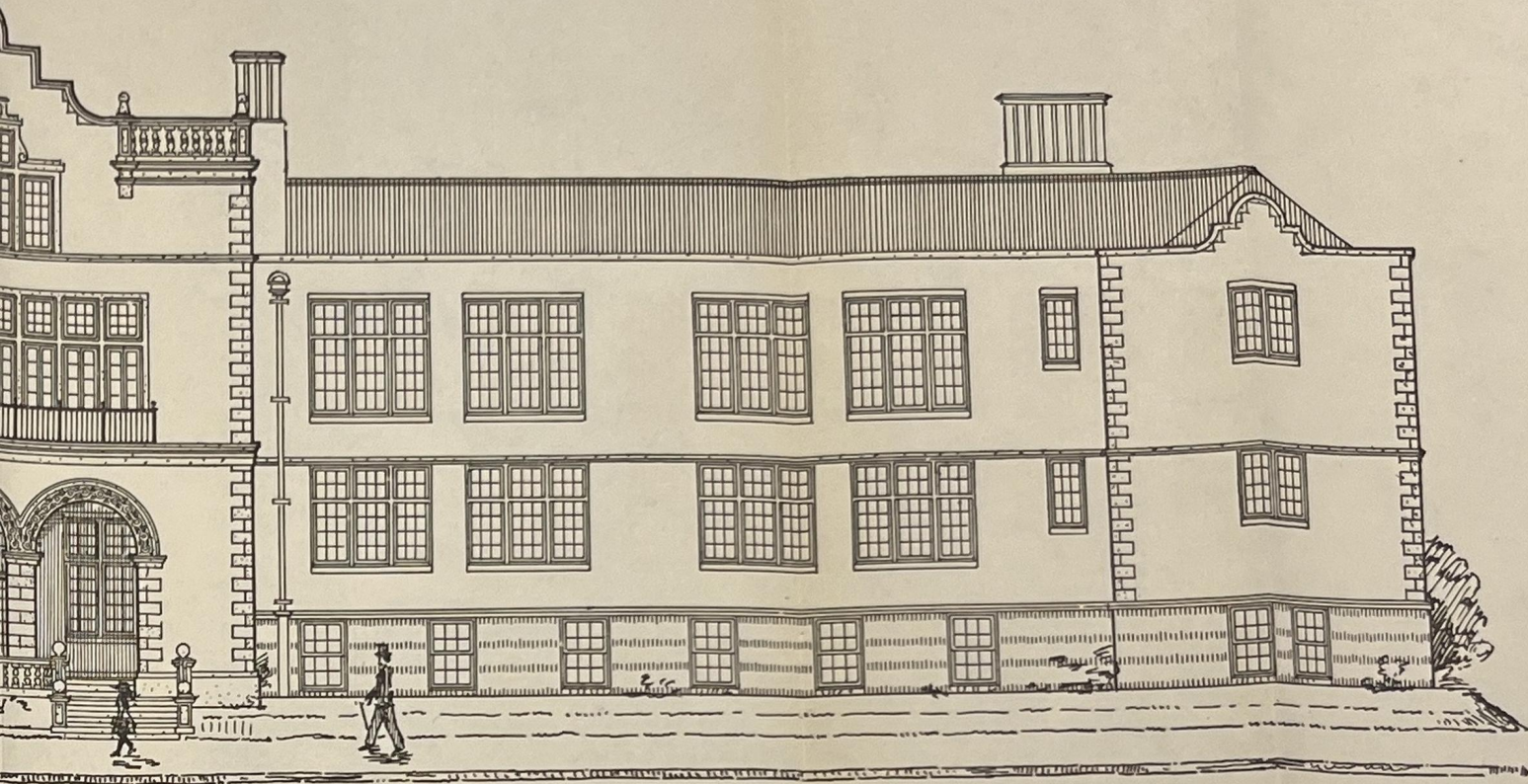
• WILLIAM CLARK SCHOOL •
 • WM DITNER . . . ARCHITECT •

• SECOND FLOOR PLAN •
 SCALE

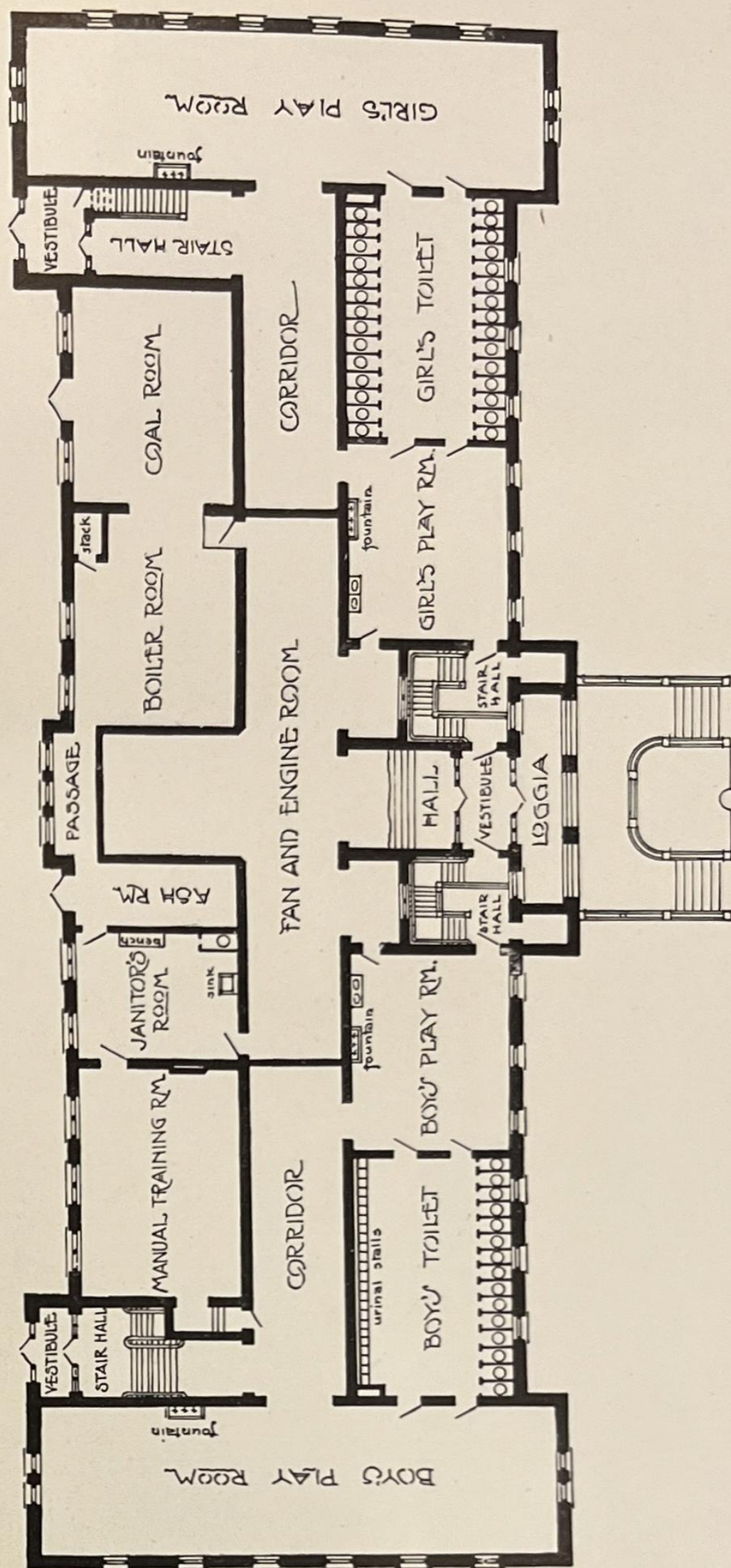


OAK HILL SCHOOL.

ST. LOUIS
(Elevation)



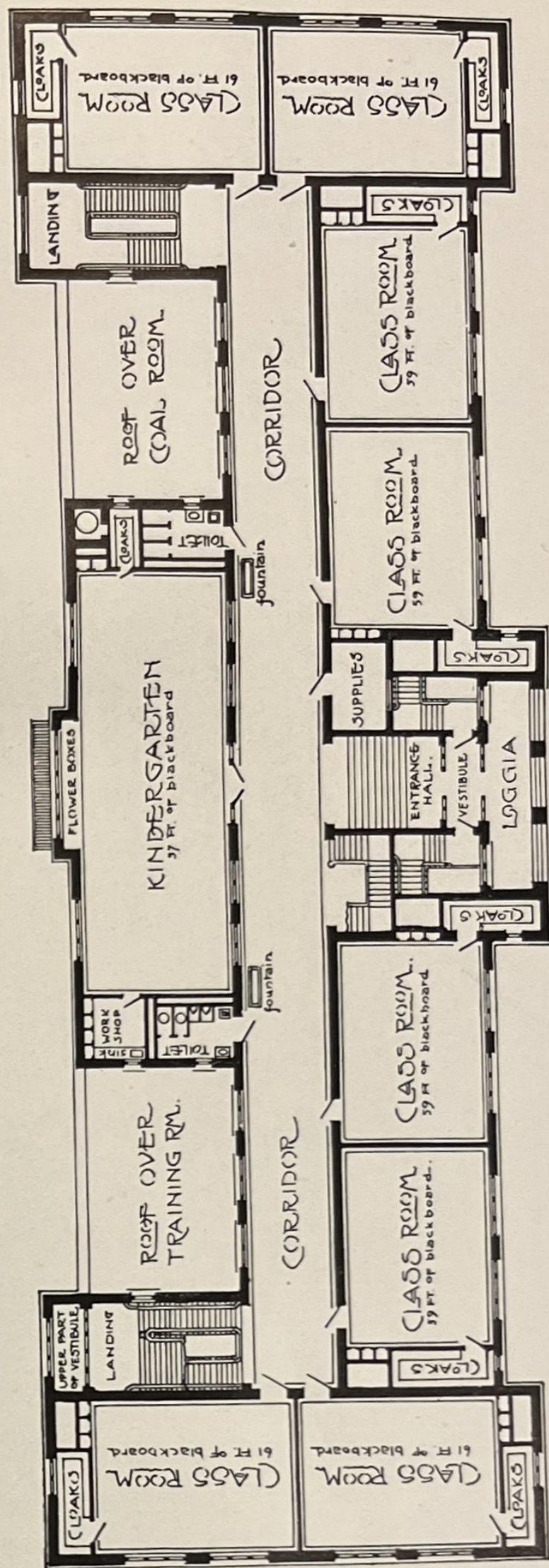
WM. B. ITTNER, ARCHITECT.



OAK HILL SCHOOL.

ST. LOUIS.
(Basement plan.)

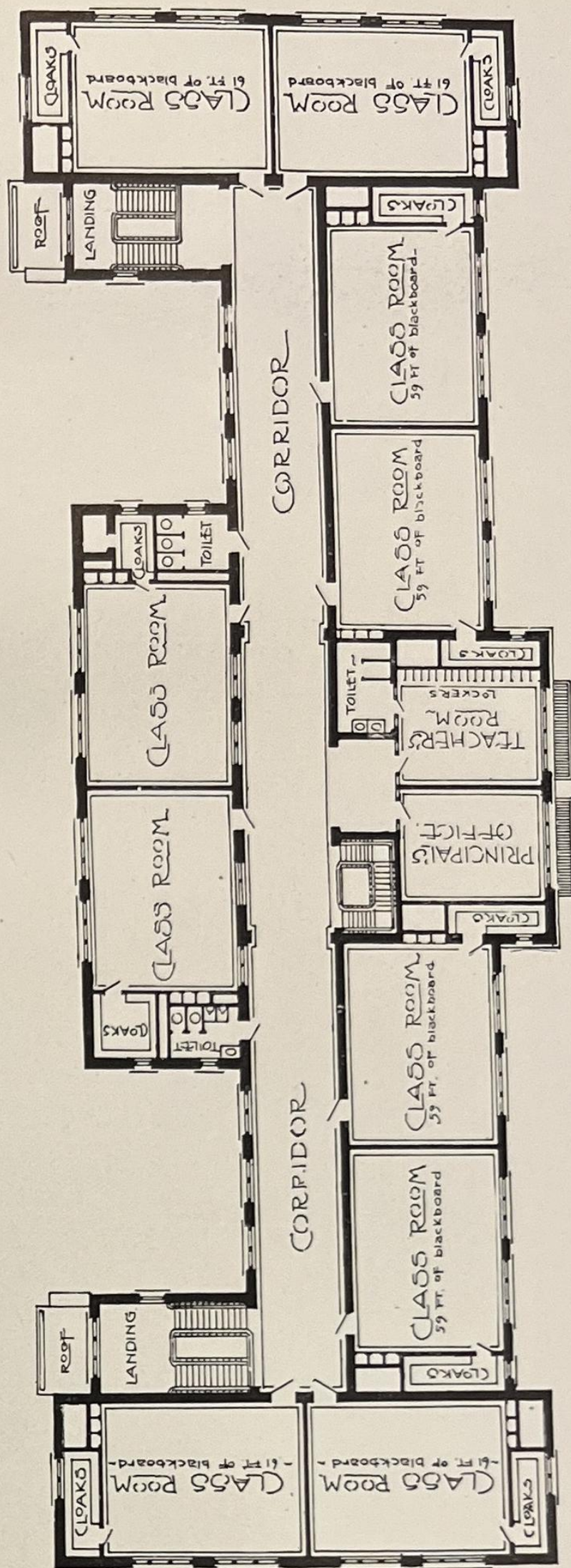
WM. B. ITTNER, ARCHITECT.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.
(First floor plan.)

OAK HILL SCHOOL.

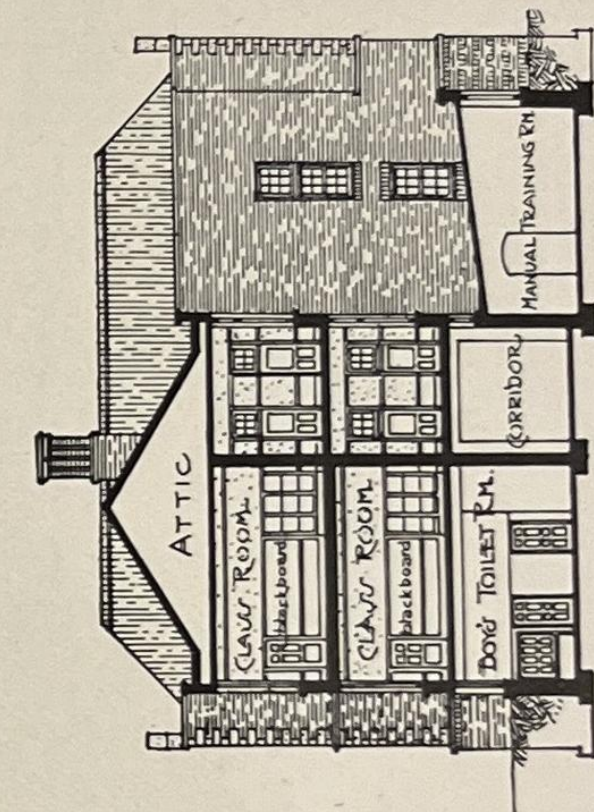


WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

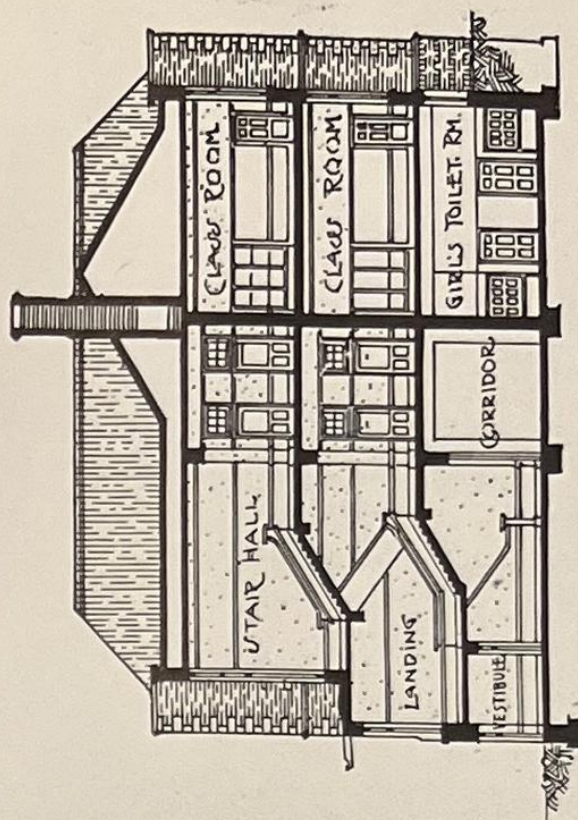
(Second floor plan.)

OAK HILL SCHOOL.

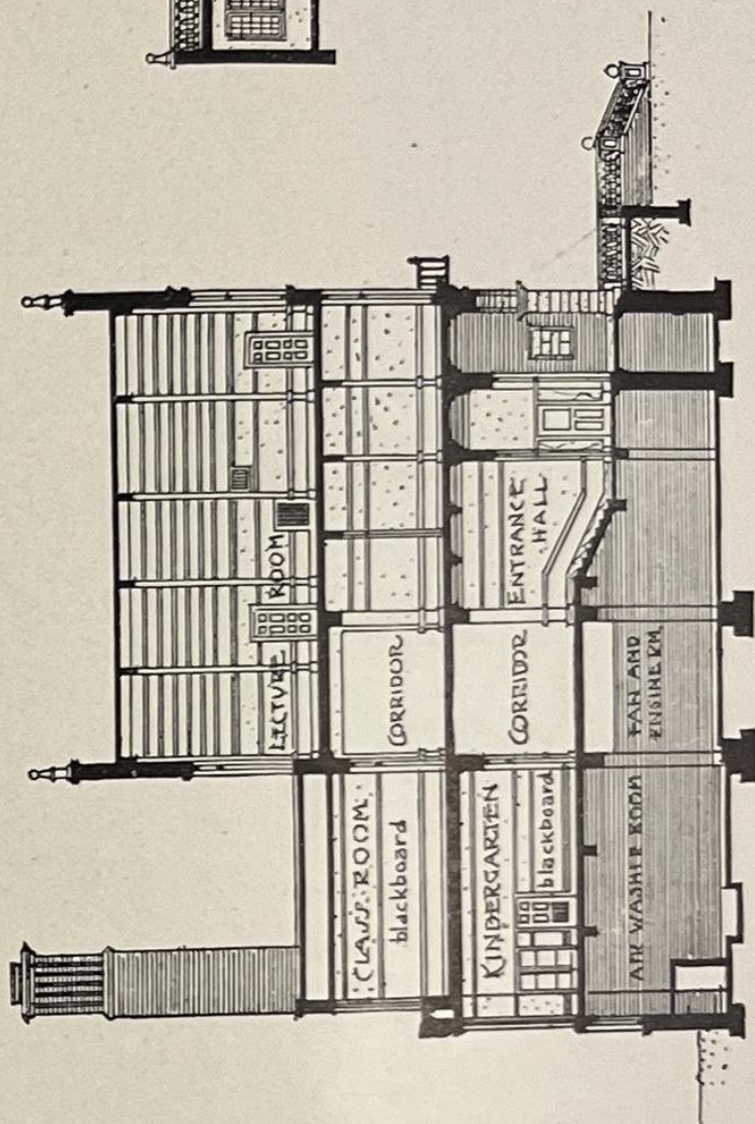


OAK HILL SCHOOL.

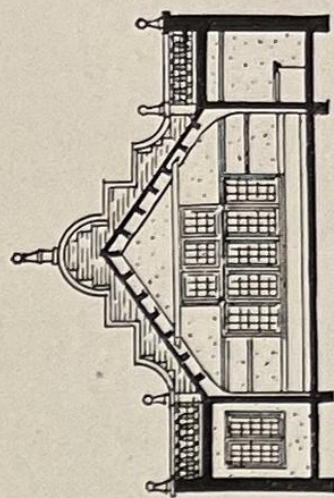
ST. LOUIS.
(Sections.)



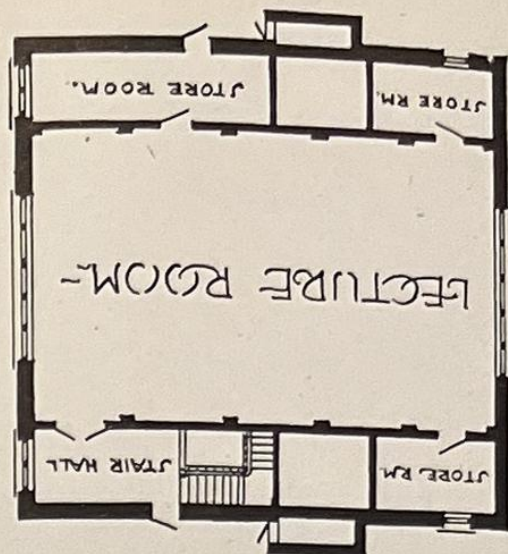
WM. B. ITTNER, ARCHITECT.



OAK HILL SCHOOL.

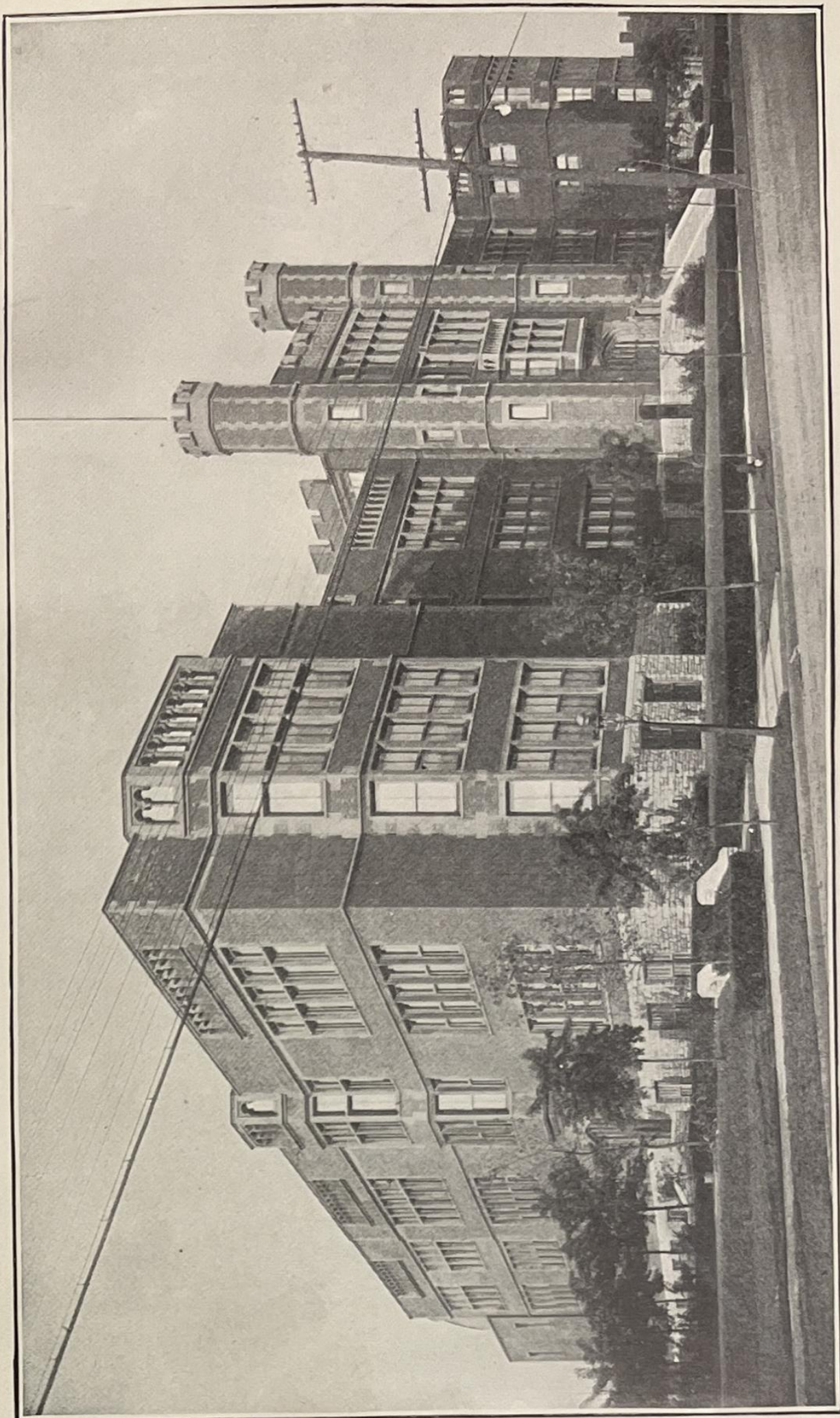


Lecture room in
roof space.



WM. B. ITTNER, ARCHITECT.

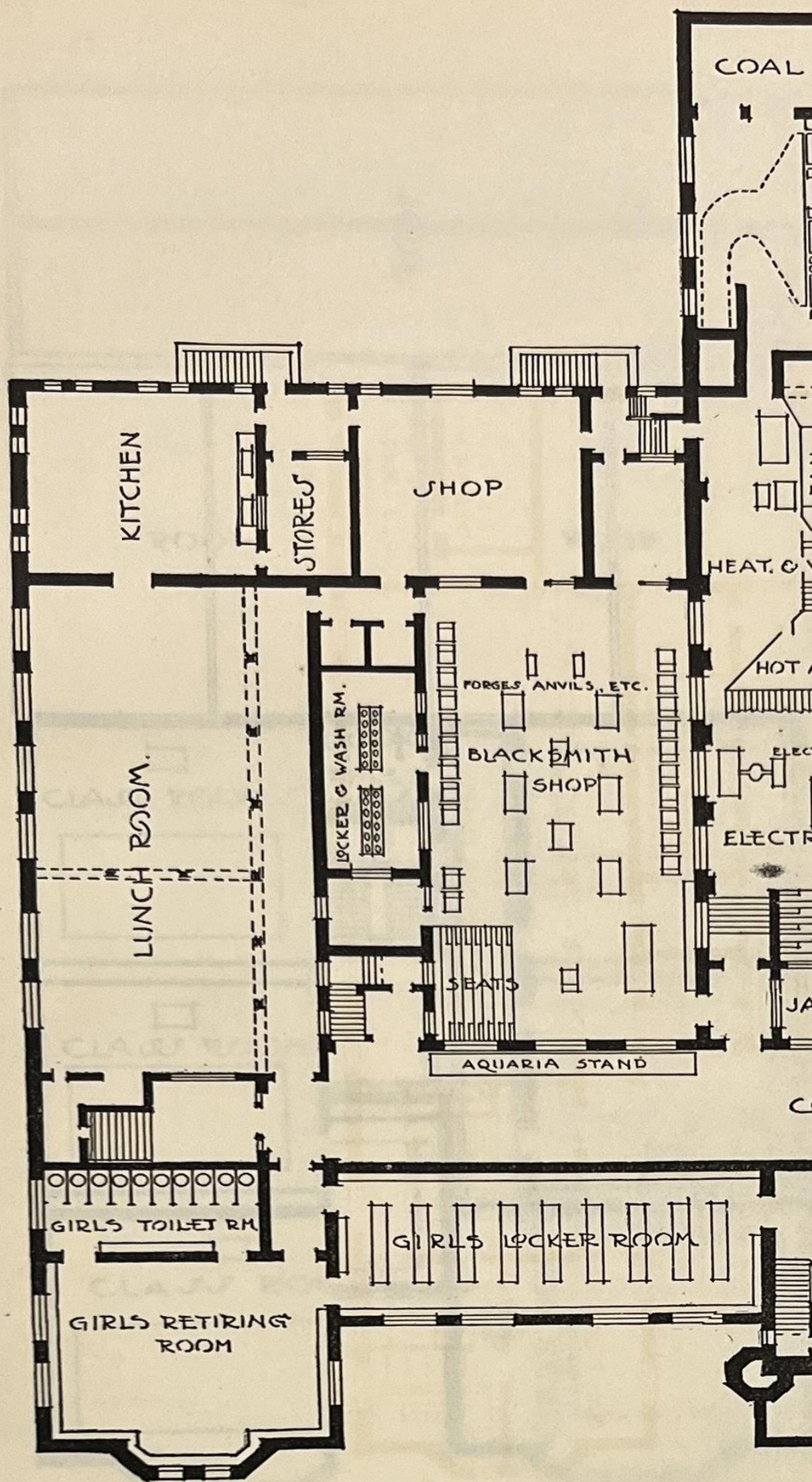
ST. LOUIS.
(Plan of lecture room and sections.)



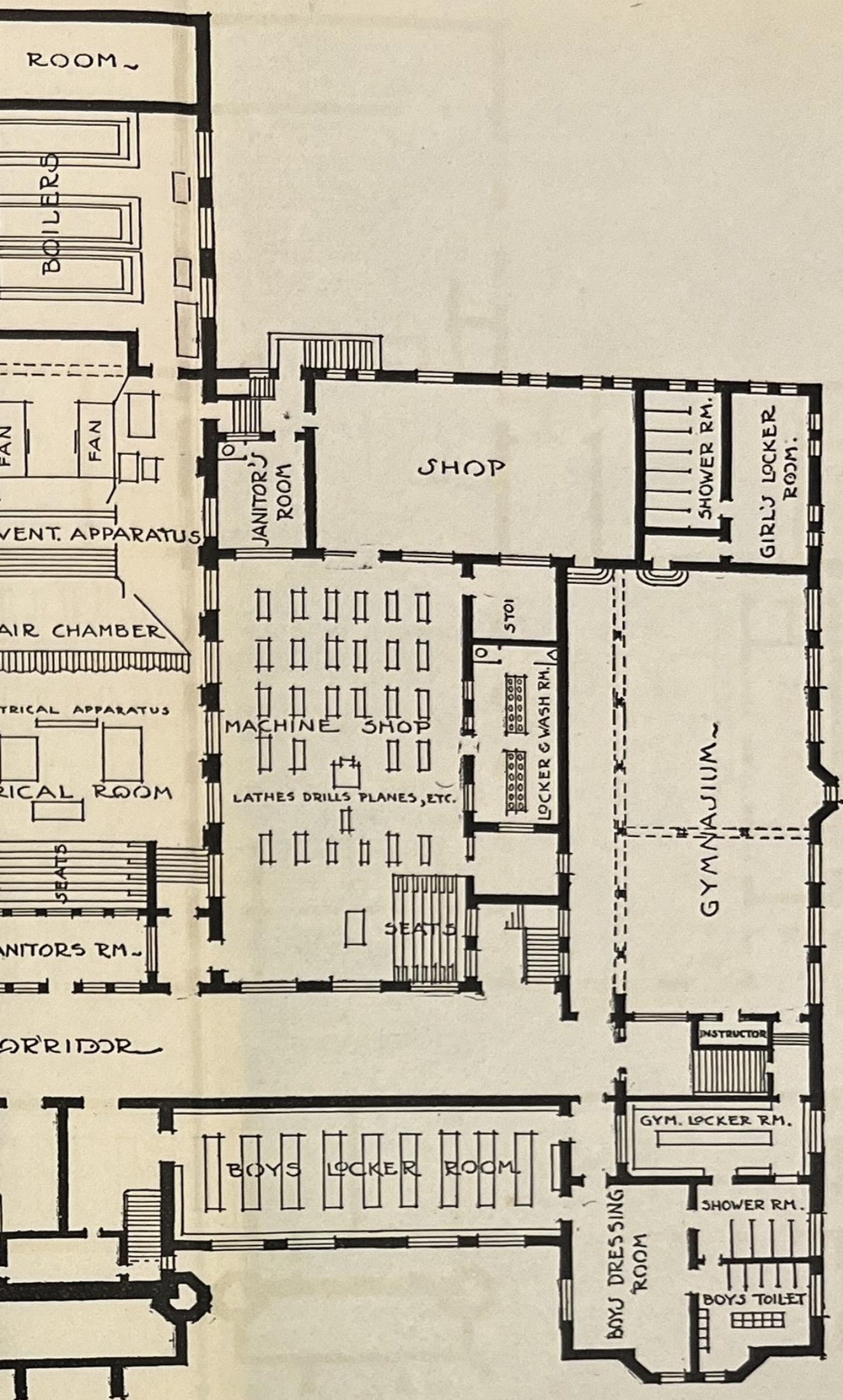
WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

McKINLEY HIGH SCHOOL.

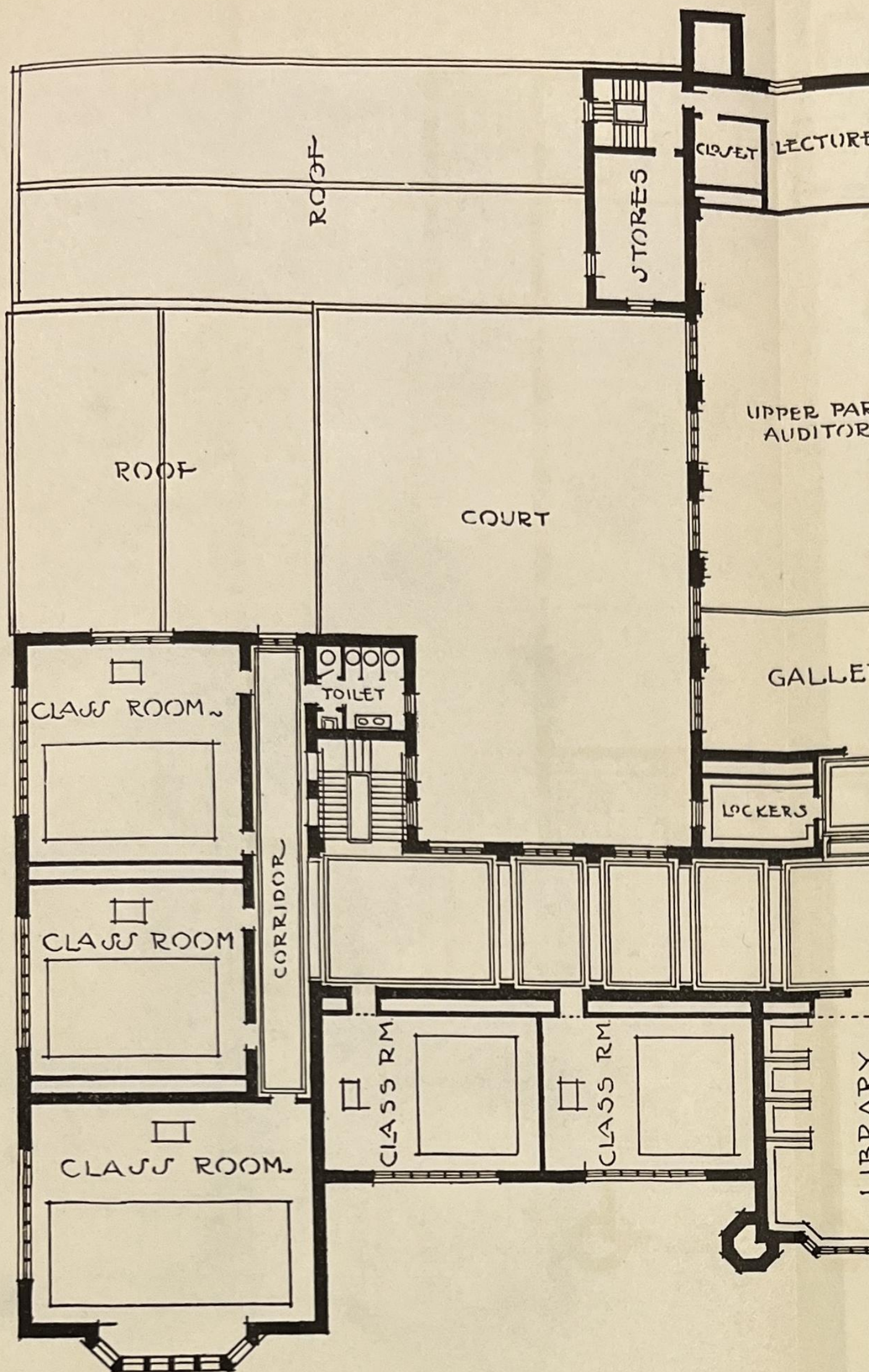


McKINLEY HIGH SCHOOL



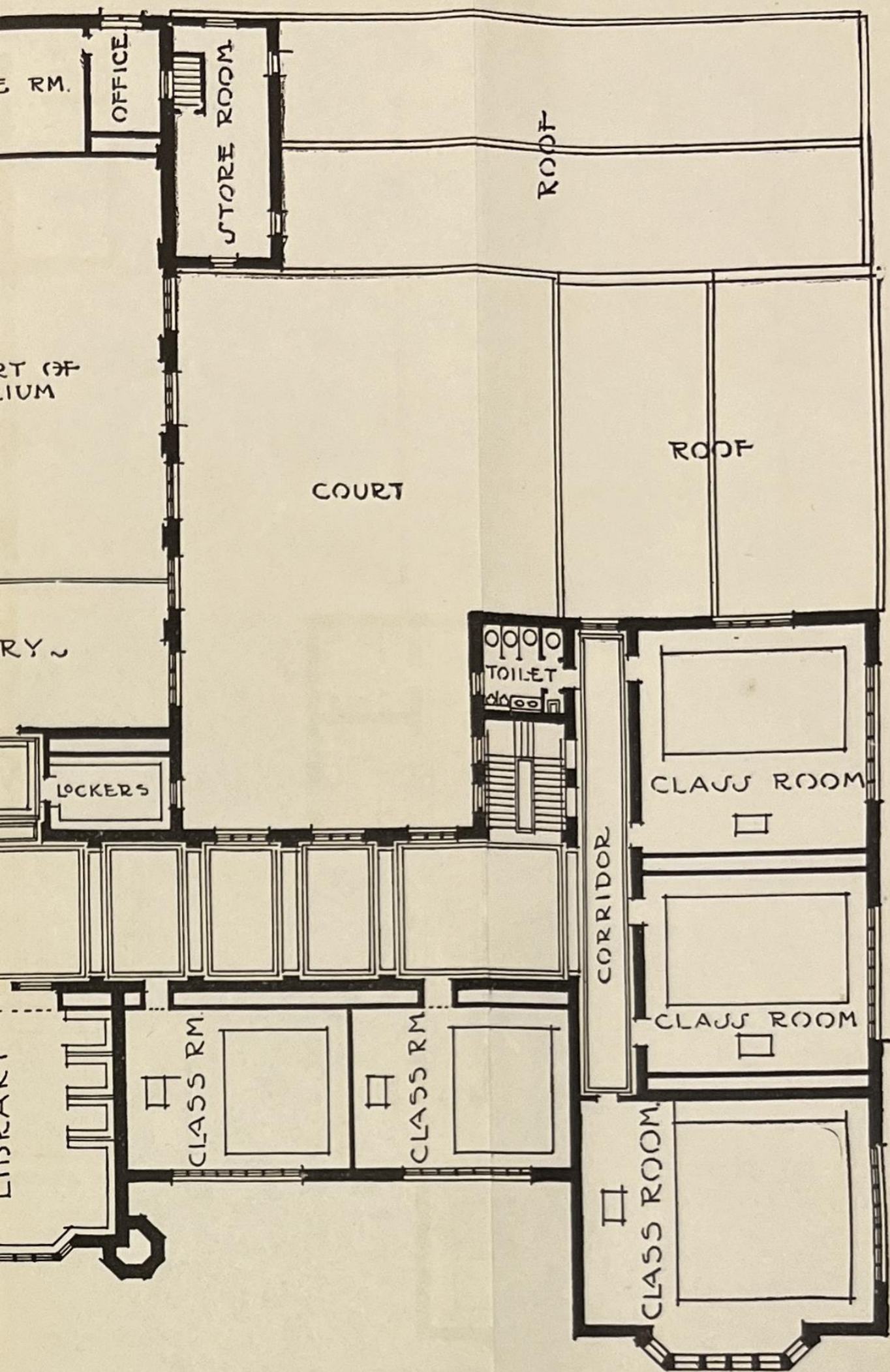
ST. LOUIS.
(Basement plan.)

WM. B. ITTNER, ARCHITECT.

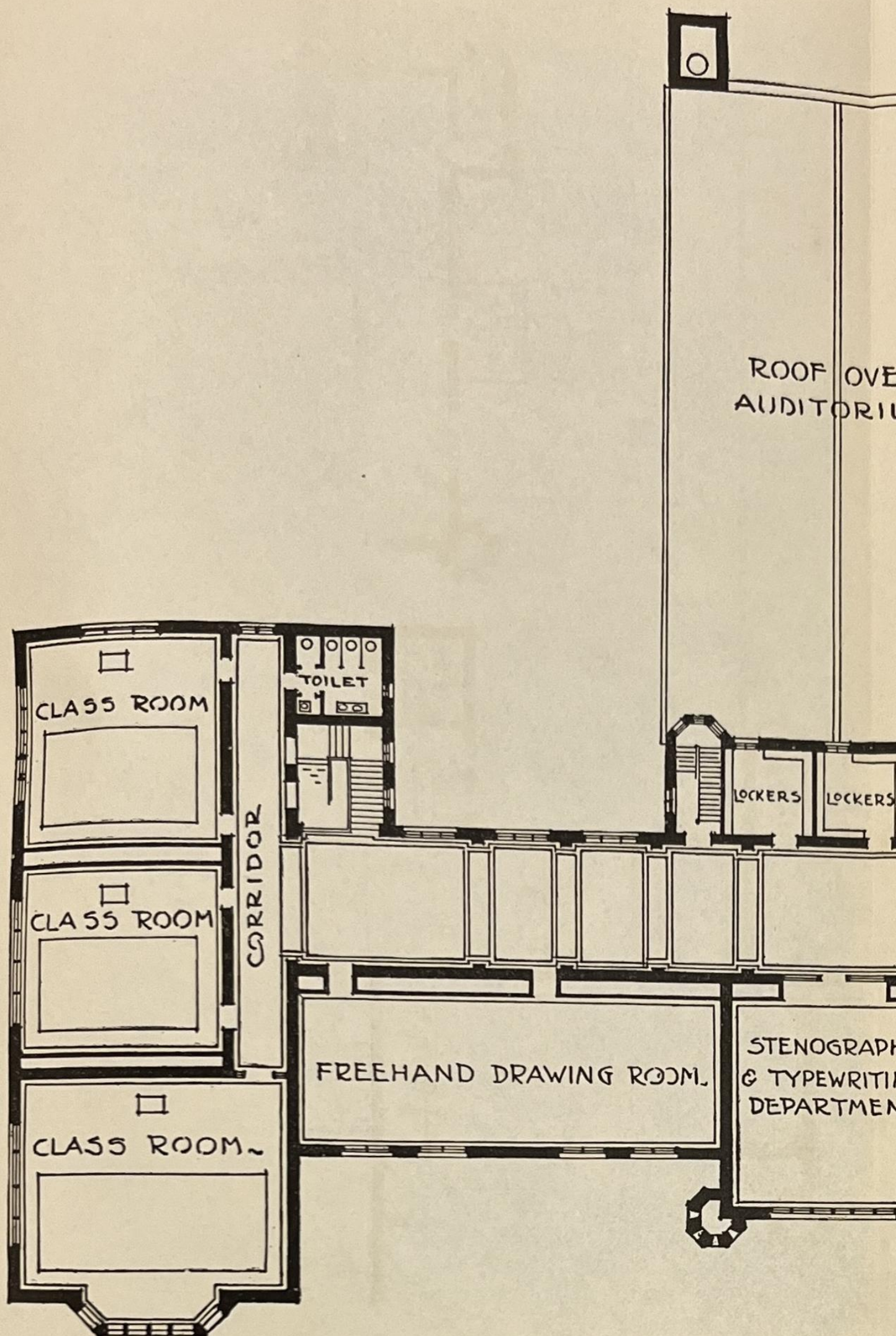


McKINLEY HIGH SCHOOL.

ST. L.
(Floor



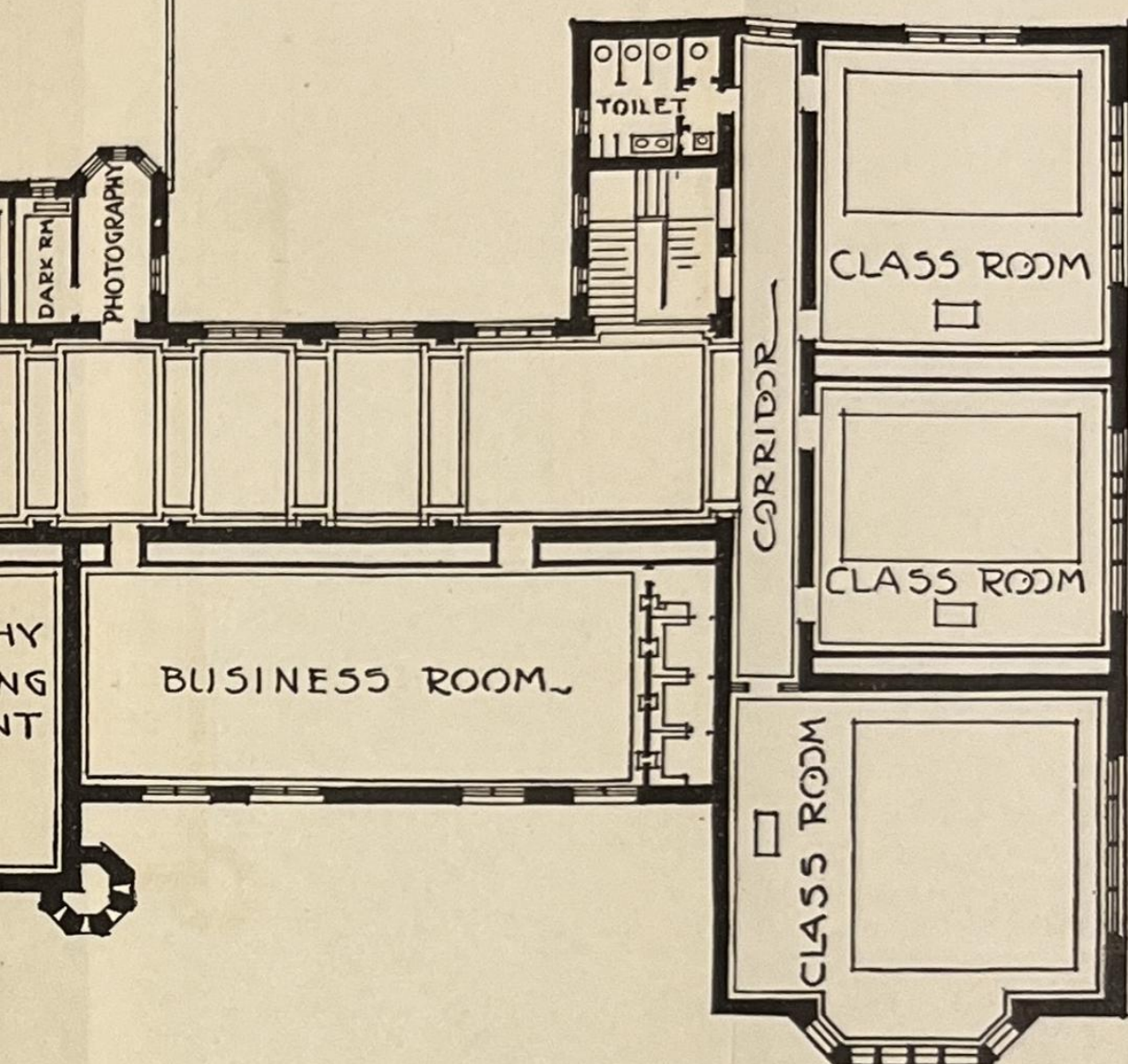
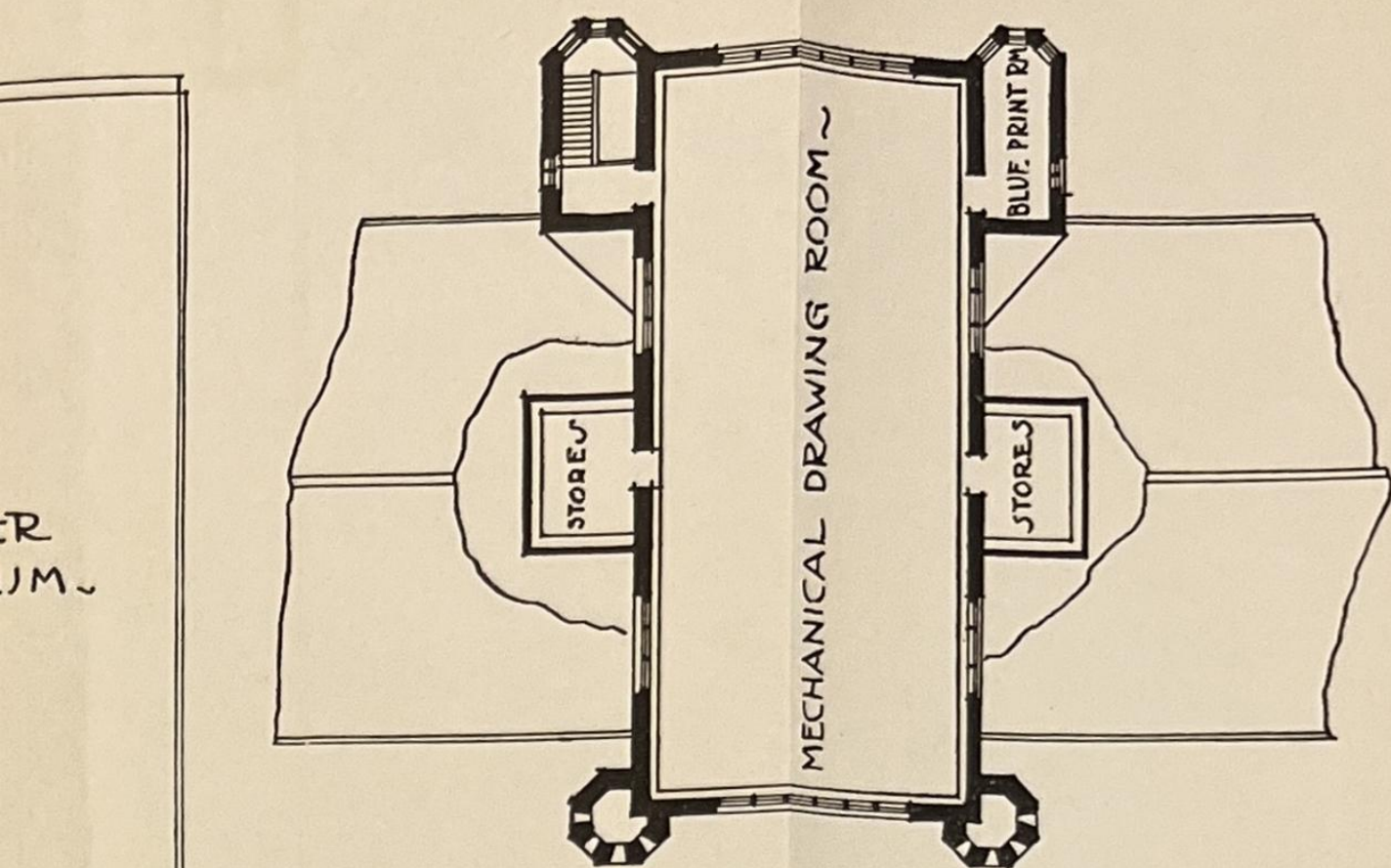
WM. B. ITTNER, ARCHITECT.



McKINLEY HIGH SCHOOL.

ST. LOUIS
(Top floor and

ER
UM.



DUIS.
(tower plan.)

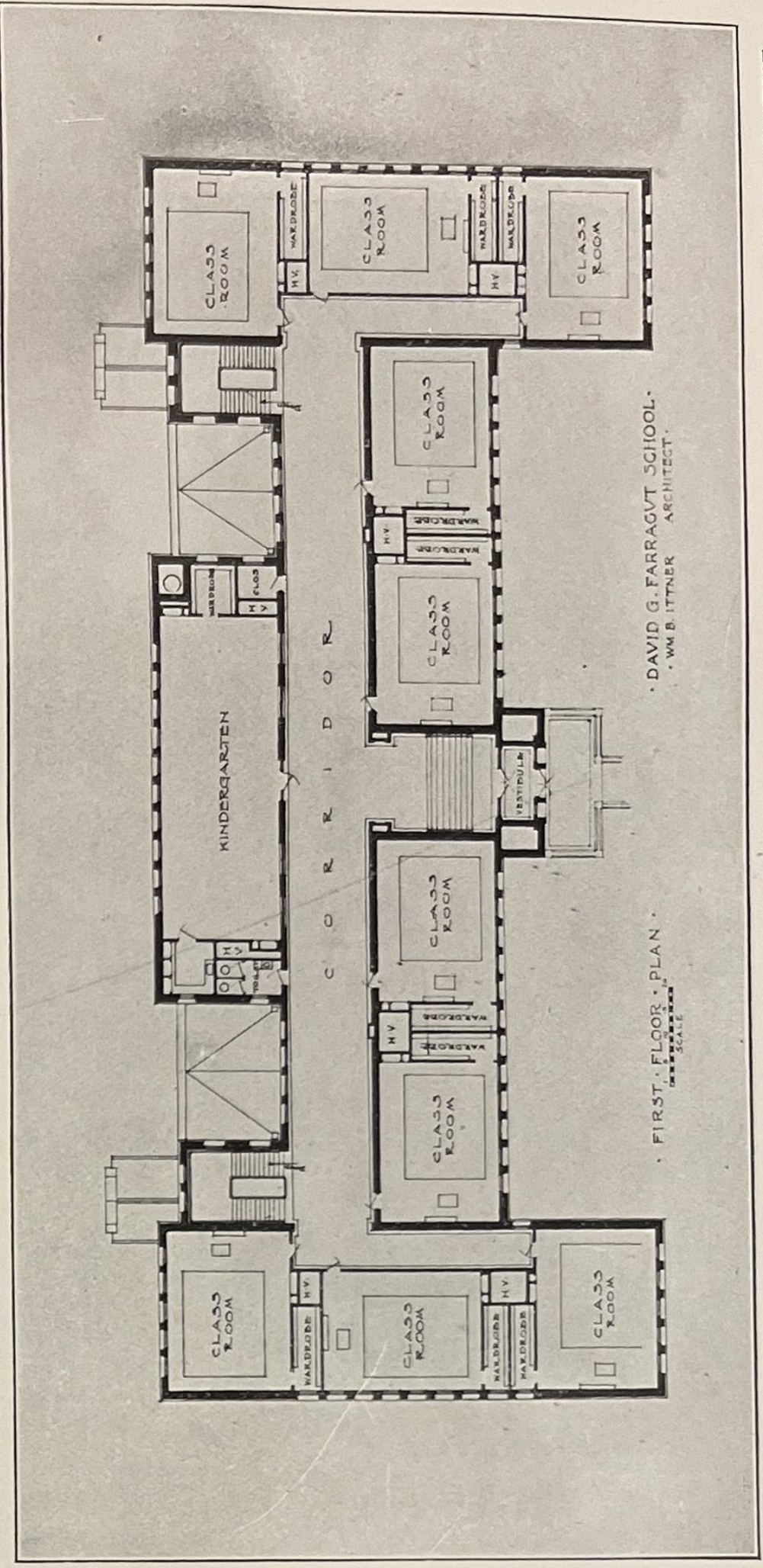
WM. B. ITTNER, ARCHITECT.



HENRY T. BLOW SCHOOL.

ST. LOUIS.

WM. B. ITTNER, ARCHITECT.



WM. B. ITTNER, ARCHITECT.

ST. LOUIS.

DAVID G. FARRAGUT SCHOOL.



HENRY T. BLOW SCHOOL.

ST. LOUIS.
(Entrance.)

WM. B. ITTNER, ARCHITECT.

considerably wider than the first. It is noted that at the William Clark School the stairs differ from the usual type in being single flight, with a landing at the halfway point. This restricts the width of the corridor leading to the flank rooms, but gives a magnificent stair, having increased light, in this portion of the corridor. The Commission went thoroughly through the William Clark School, which was just completed and thrown into service during the past summer, and, with the exception of the fact that the school lacks an assembly room, it is without doubt as fine a grammar school building as can be found in this country.

Complete plans are also submitted of a new type, which is practically the same as the Lafayette type, except for the fact that a small assembly hall is provided on the third floor.

Plans are shown of the William McKinley High School, a building about five years old, containing a basement and 3 floors. In the basement, besides the heating and ventilating apparatus, are shops for manual training instruction, blacksmithing, machine shop, carpentering and joining work, and electrical work. There is a gymnasium 41 by 85 feet, and boys' and girls' shower baths adjoining, with locker rooms for boys and girls containing 400 lockers each. Toilet rooms and retiring rooms are also provided. A lunch room the same size as the gymnasium is also provided, with kitchen and storeroom adjoining. Two of the other 3 floors are shown in plan, the first floor containing class rooms and the chemical, physical, and biological laboratories, also the main floor of the large auditorium. The second and third floors contain a number of class rooms of various sizes, most of them being lighted by unilateral light, the third floor having the space for 4 class rooms thrown into 2 large rooms, 1 for free-hand drawing and 1 for business training. The second floor center front room is given up to use as a laboratory and on the third floor the same room is used for shorthand and typewriting instruction. The corridor provides entrance on the second floor level to the gallery of the auditorium, which provides seats for 200. The main floor provides seats for between 700 and 800. There is also, in a tower on the fourth floor, an additional large room, 32 by 72 feet, used as a mechanical drawing room. Separate boys' and girls' toilets are provided on each floor. Small rooms are provided on each floor for lockers. The building as a whole is one of the best arranged and most useful high schools of this capacity in the United States.

Views are also shown of some schools of which plans are not shown, and the following table gives some data as to the cost of these buildings. The figures show that the costs are fairly uniform, and most variations are accounted for by reason of differences in conditions of sites, as to grading, foundations, etc., excepting the gradual increase for which steady advance in prices of labor and

materials is responsible. The costs given include the preparation and improvement of the sites and the buildings complete, exclusive only of the cost of the land and the furniture of the school.

Name of school.	Date.	Rooms.	Sittings.	Cost of—		Cost per—		
				Site.	Building.	Cubic foot.	Pupil.	Room.
						Cents.		
Blow-----	1904	24	1,200	\$1,950	\$150,981	15.7	\$125.81	
Cote Brillante-----	1904	24	1,200	8,340	162,829	17	135.69	\$6,290
Clay-----	1904	24	1,200	10,000	159,407	19.4	132.84	6,785
Shepard-----	1905	24	1,200	12,500	162,229	16.5	135.19	6,642
Patrick Henry-----	1905	24	1,145	60,500	203,313	18	177.56	6,760
Lafayette-----	1905	24	1,200	37,500	172,361	19.8	143.63	8,471
Franz Sigel-----	1905	24	1,200	11,401	158,593	17	132.16	7,182
Hempstead-----	1903	24	1,200	13,150	180,561	17.1	150.47	6,608
Wyman-----	1901	20	1,000	16,000	128,888	14	128.88	7,525
Wm. Clark-----	1903	24	1,200	42,000	188,902	19.1	157.41	6,444
Farragut-----	1903	24	1,200	18,693	174,165	17.1	145.13	7,871
Teachers' College-----	1904	13	270	20,800	149,577	21.7	553.98	7,257
McKinley High-----	1904	-----	1,103	28,400	387,247	17.5	351.08	9,348
Yeatman High-----	1904	-----	1,103	41,100	399,410	17.7	362.11	-----
Oak Hill-----	1907	24	1,200	16,475	175,004	22.2	175.00	7,292

The Commission is indebted to Mr. William B. Ittner for the many details and handsome photographs of these schools.

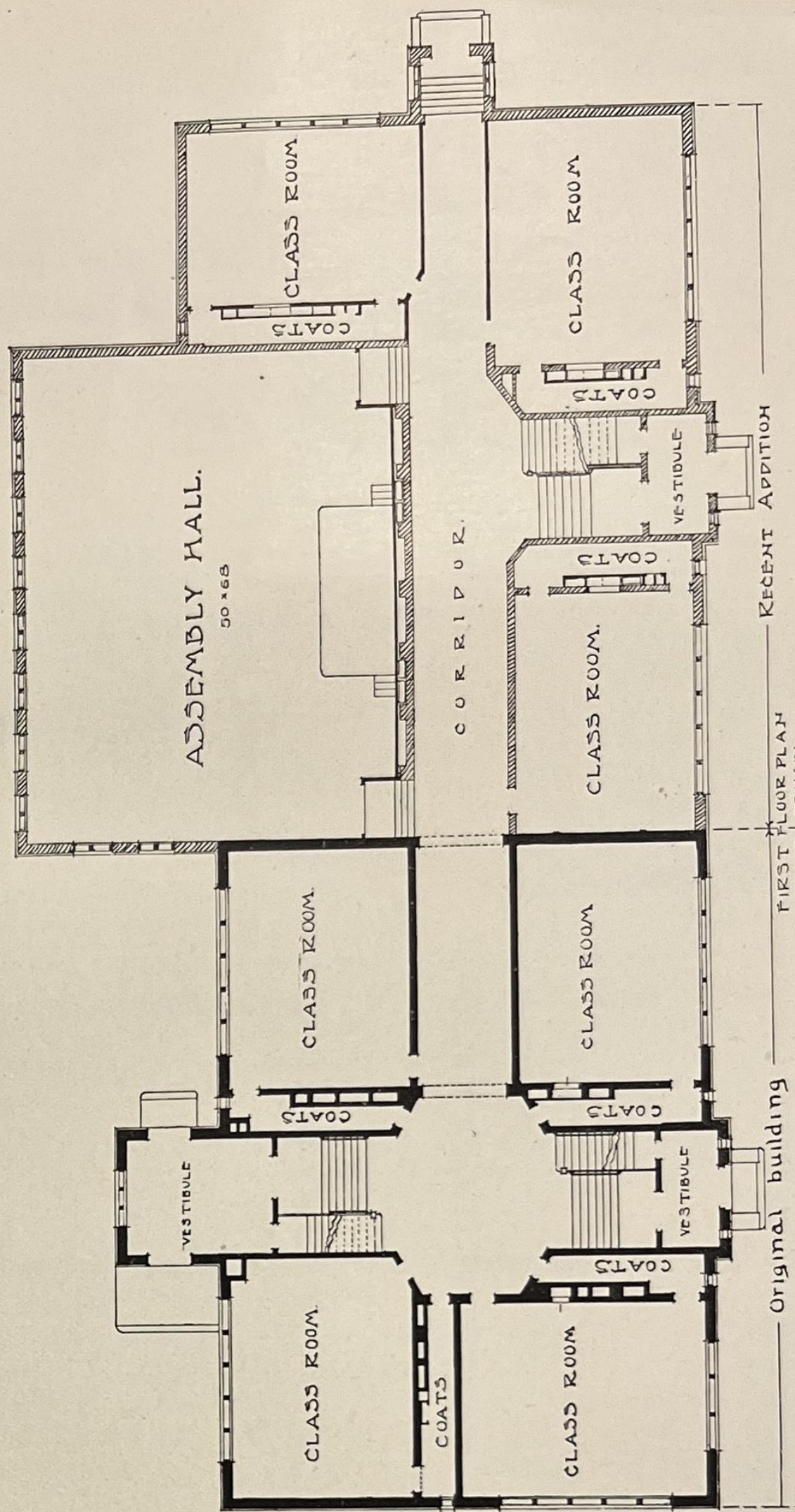
CLEVELAND SCHOOLS.

In Cleveland Mr. F. S. Barnum, architect of the board of education, has, in the past few years, prepared plans for a number of fine school buildings and carried some to execution. One good example is the Marion School, this being an annex to the old Normal School, built with connecting corridors to the old building, the architect's problem being thereby simplified by the fact that no administration rooms had to be supplied. The building contains 12 class rooms on 2 floors, with central corridor, and it is notable possibly by reason of the fact that all of the rooms in the building are identical. All have unilateral light, open cloak rooms, with heating device for securing ventilation of wraps, and the entire structure showing fine attention to detail. The basement contains good play rooms and the double building a yard besides.

WATTERSON SCHOOL.

The Watterson School, of which a view and plan are shown* is a fine 2-floor building, which shows careful study to adapt to a rather irregular site, securing maximum playground space, best light for the class rooms, and a good assembly room. The lot in this case was rather small and a 10-room school building was required. In order to have playground space of any size it was necessary to place the building in the corner of the lot, utilizing one side of the lot through most of its length as a party wall and another side in the same way, excepting for an alley driveway for fuel supply, the building being

* Not printed.



ASSEMBLY HALL.

50 x 68

CLASS ROOM

COATS

CORRIDOR.

CLASS ROOM

COATS

VESTIBULE

COATS

CLASS ROOM.

CLASS ROOM.

COATS

VESTIBULE

CLASS ROOM.

COATS

CLASS ROOM

COATS

VESTIBULE

CLASS ROOM

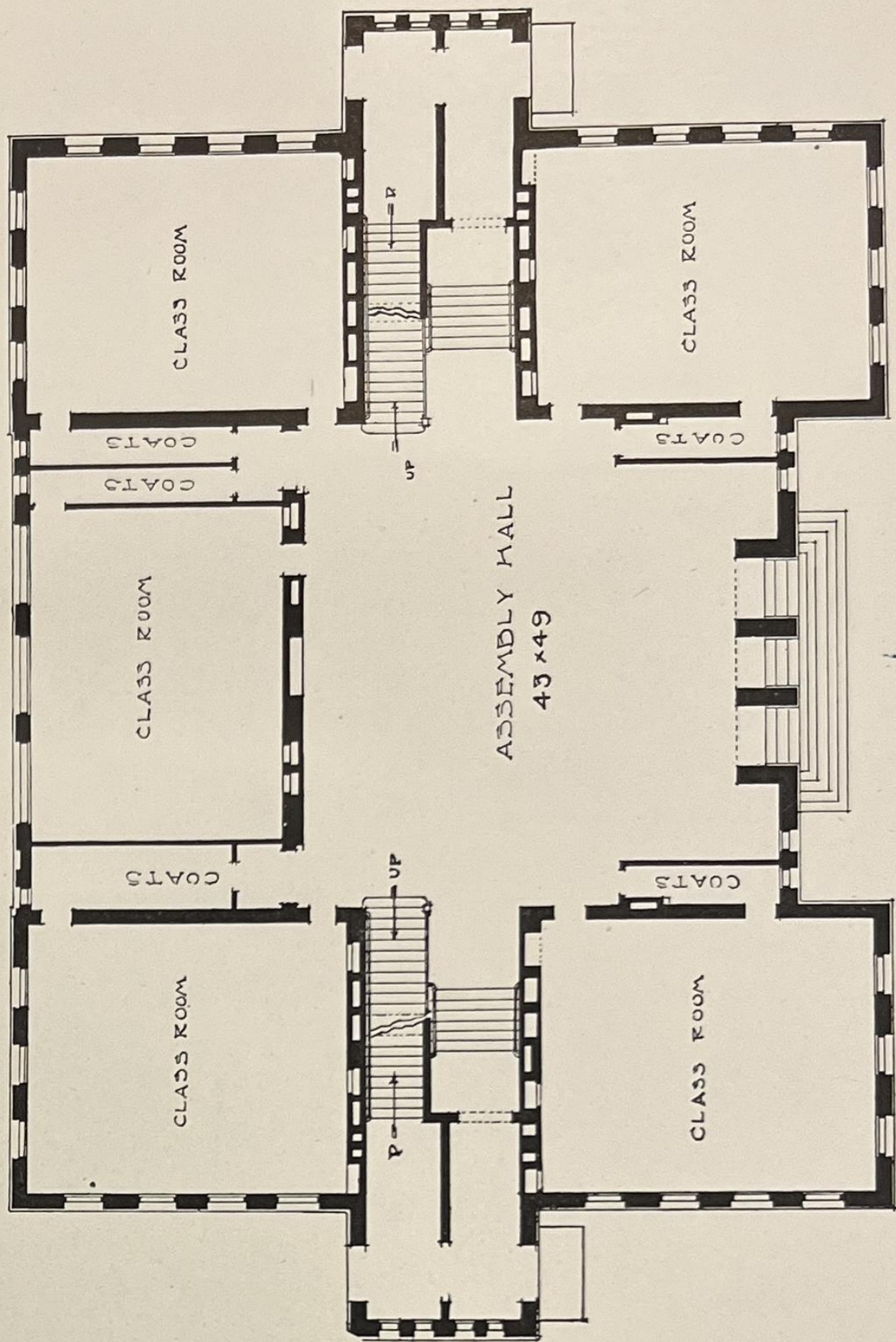
COATS

RECENT ADDITION

FIRST FLOOR PLAN
HALLE SCHOOL
CLEVELAND, O

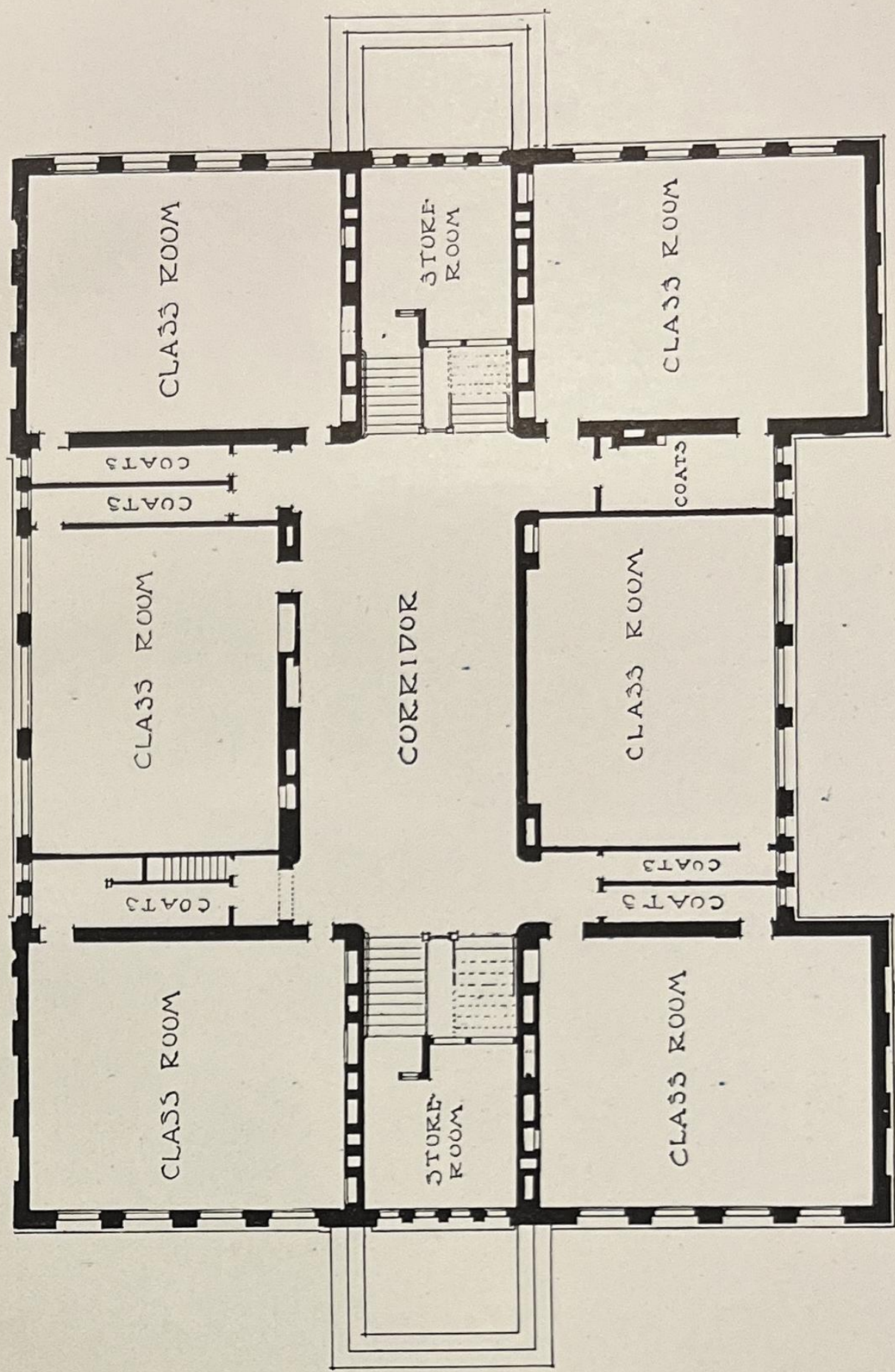
J.S. BARNUM ARCHITECT.

Original building



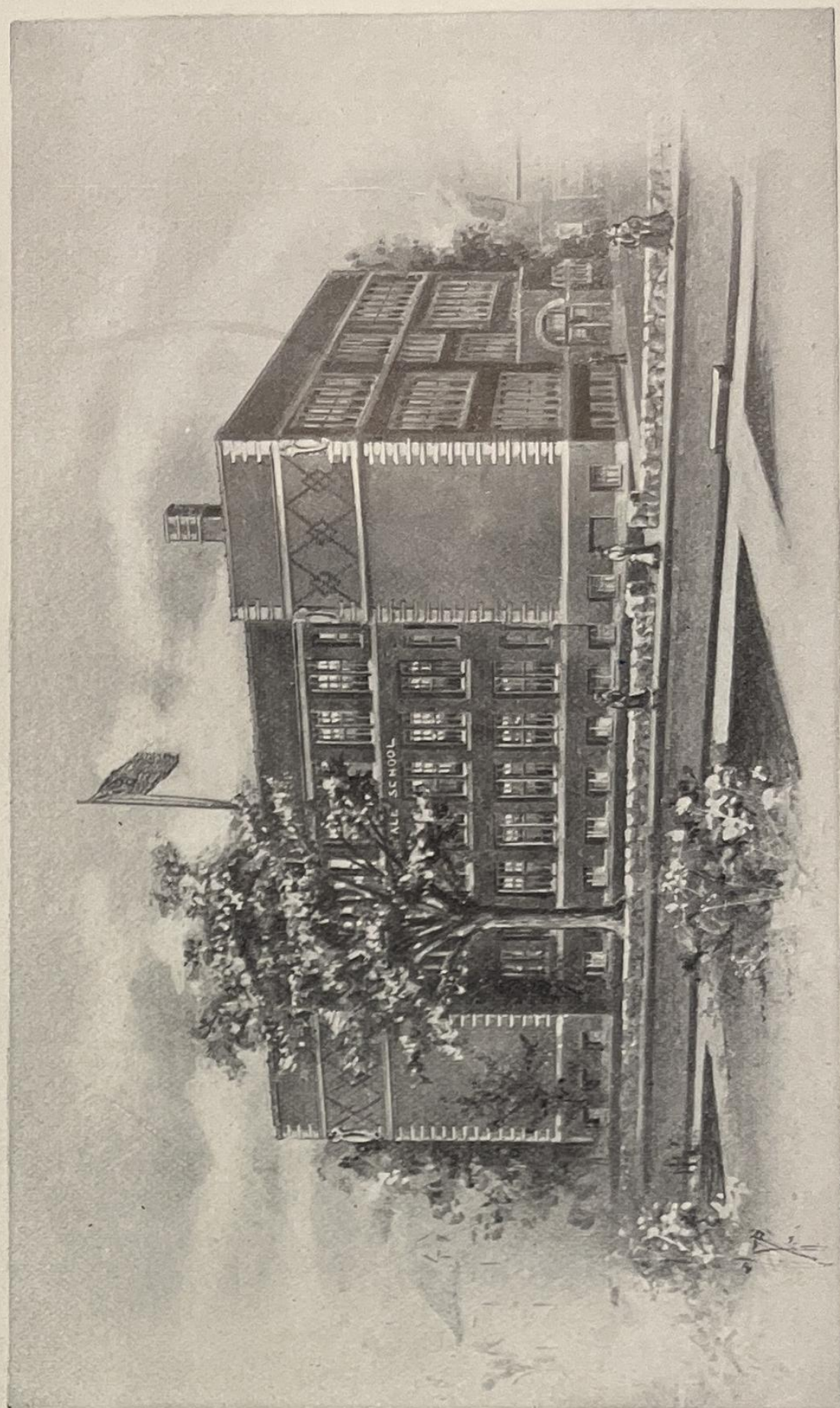
FIRST FLOOR PLAN
DOAN SCHOOL
CLEVELAND, O

F. S. BARNUM ARCHITECT



THIRD FLOOR PLAN
DOAH SCHOOL.

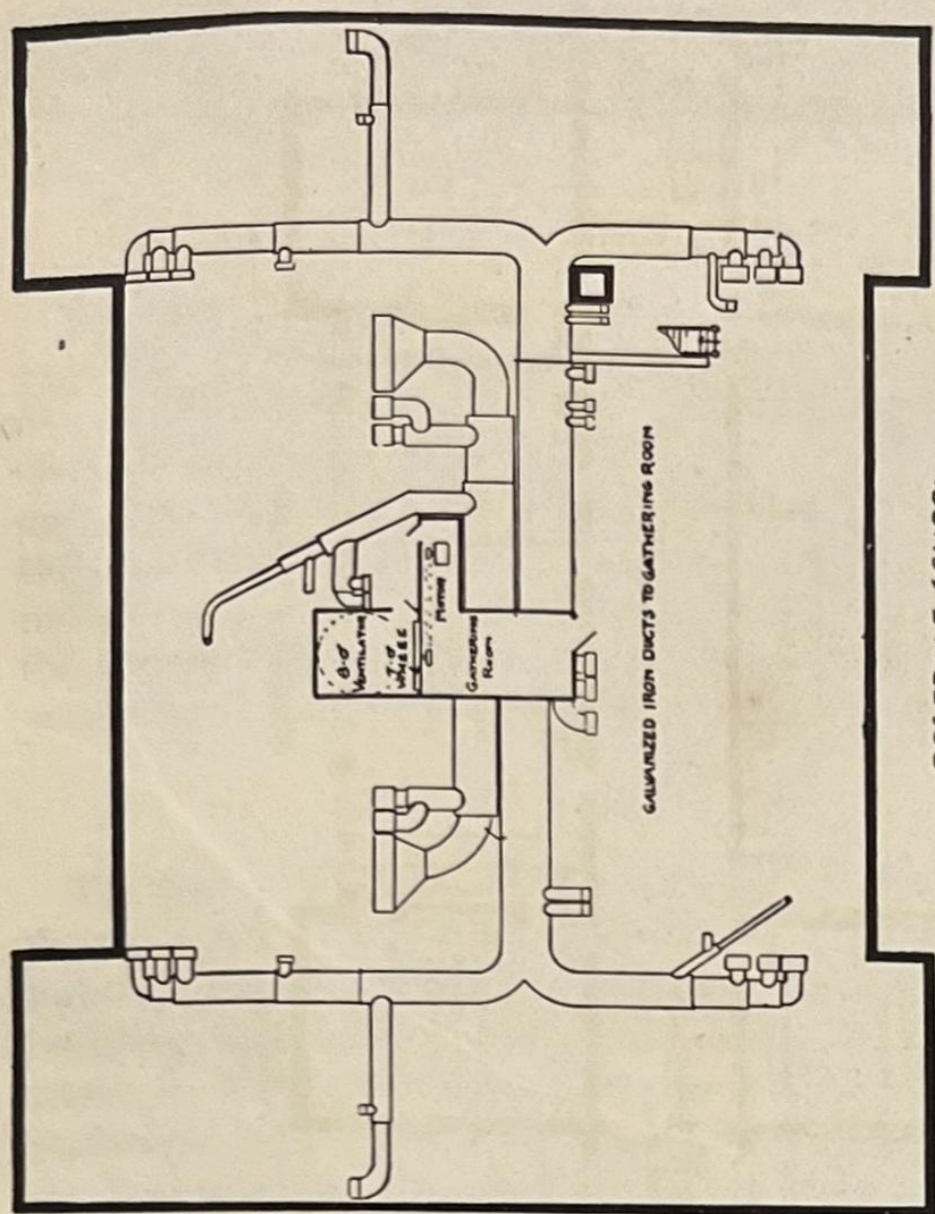
F.S. BARNUM, ARCHITECT



ROSEDALE SCHOOL.

CLEVELAND.

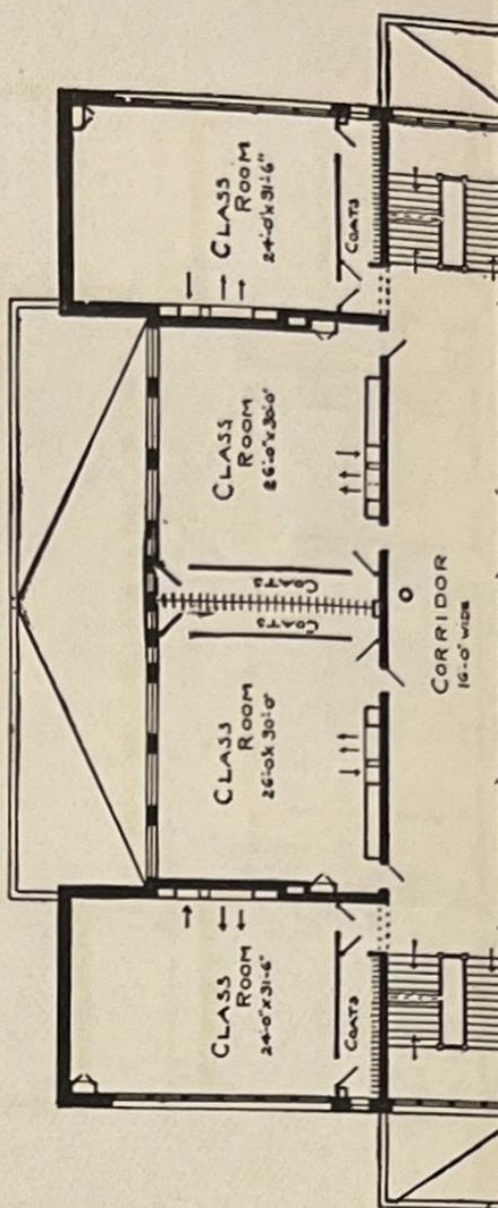
F. S. BARNUM, ARCHITECT.

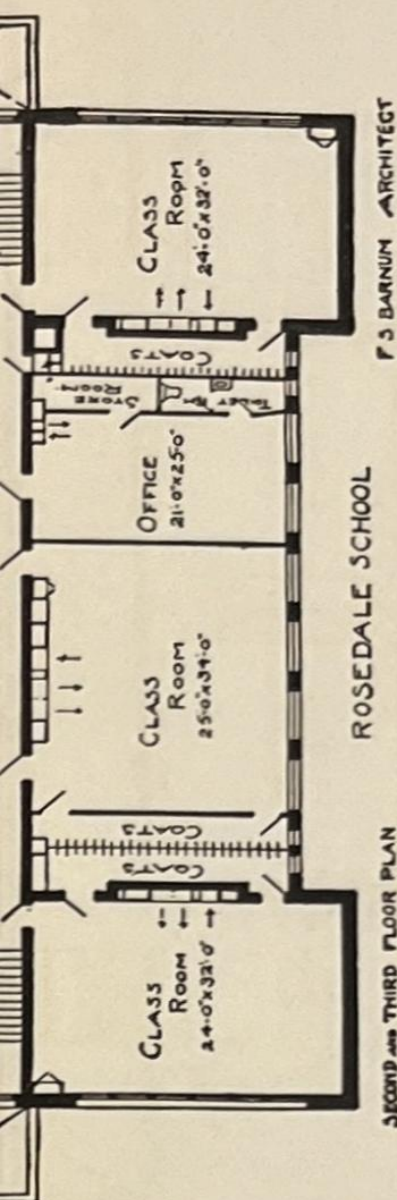


F.S. BARNUM ARCHITECT

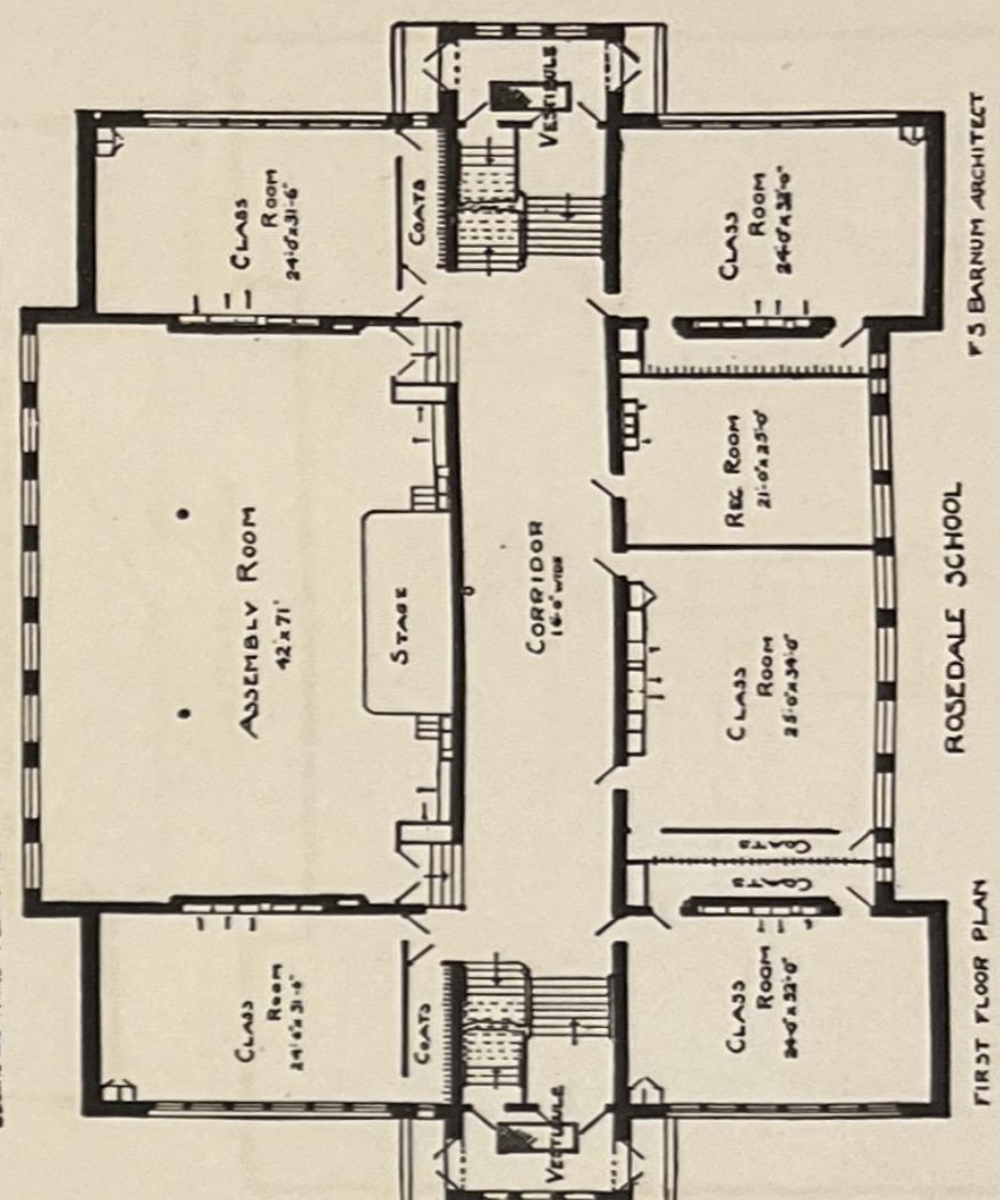
ROSEDALE SCHOOL

ATTIC PLAN





ROSEDALE SCHOOL
 SECOND AND THIRD FLOOR PLAN
 F. S. BARNUM ARCHITECT



ROSEDALE SCHOOL
 FIRST FLOOR PLAN
 F. S. BARNUM ARCHITECT

built thus on a diagonal axis with 2 wings at angles of 45° to the axis, the central portion of the building opposite the entrance being occupied, on the ground floor, by an auditorium, the principal light here being obtained from a skylight. In addition to this auditorium, there are 4 class rooms on the first floor, a corridor running around the assembly hall and reaching the end rooms by passing behind the interior room, the 4 class rooms being well lighted by outside light from one side only. On the second floor, space over the assembly hall is mainly given up to skylight area, and an office room and teachers' room are furnished, the corridor on this floor running through the building, leaving 2 class rooms on the front over the foyer below. About half the lot is thus left in 1 large piece for playground space. This building cost a little over \$60,000, exclusive of the cost of the site, which was about \$7,000.

HALLE SCHOOL.

The Halle School, of which a view* and plan is given, is a good example of an 8-room school building, of the extensible type. In this building 8 rooms were erected in 1904, with a view to completing the building later, and in 1906 this was done. This building, in addition to the 16 class rooms, with cloakroom, has an auditorium on the first floor level with a seating capacity of 650; and a basement, including a large gymnasium. The heating and ventilating is by the plenum fan system and has been extended in the building of the annex to apply to the original portion as well.

DOAN SCHOOL.

The Doan School, a 3-story building, originally built with but 2 floors, is an example of a building with a large central corridor, lighted by a skylight, which can be used for assembly purposes. This building was built in 1903, the rooms being bilaterally lighted, but when, in 1906, the third floor was added, rooms were provided with unilateral light only, and the architectural treatment of the face of the building to meet this change is well executed. The school has 6 class rooms on each floor, excepting the first, where the front space of 1 class room is occupied by a large entrance hall. There are 2 stairways, 1 at each end of the building, and small mezzanine class rooms are provided at the landings.

ROSEDALE SCHOOL.

The Rosedale School, one of Cleveland's newest schools, and one of the best schools brought to the attention of the Commission, is a 3-story building, with ample playground, handsome architectural treatment, fine class rooms all provided with unilateral light, a good

assembly hall, and a long, well-equipped garden adjacent to the commodious playground, for instruction in gardening.

In the newest of the Cleveland schools up-to-date methods and details are observable. The unilateral light has been incorporated into their system for the ordinary class rooms, and each such room has a separate cloakroom, which has, however, an entrance into the corridor, and not, as in St. Louis and Boston, restricted to the class room exits and entrances for purposes of discipline.

The Commission is indebted to Mr. Barnum for the plans and details of these buildings.

DETROIT.

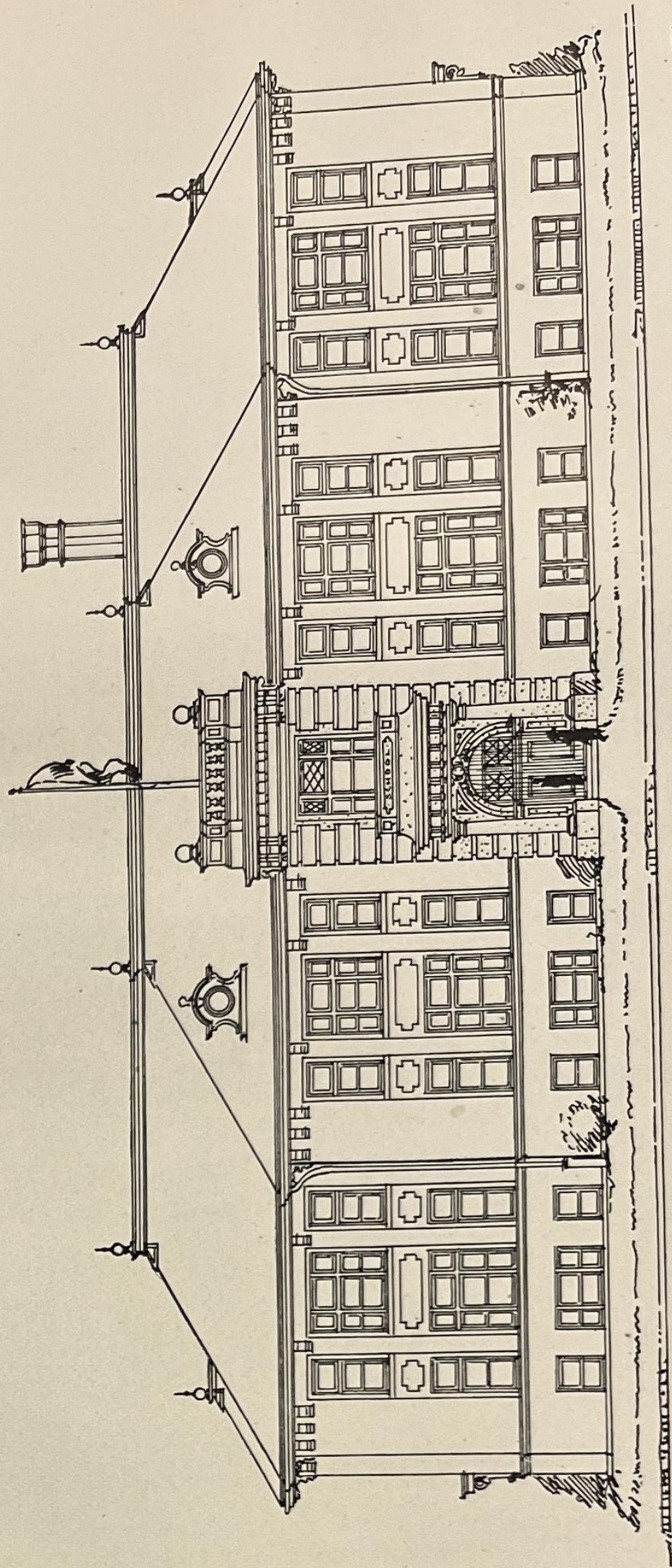
Plans of one of the Detroit elementary buildings are shown. This building is oblong in plan, similar in arrangement to some of the Chicago buildings, with kindergarten room about 30 by 40 feet, located at the head of the entrance stairs, in the middle of the building, with class rooms arranged on both sides of the 12-foot corridor running through the building. The end rooms were lighted from two sides, windows in the two sides being well up toward the ceiling. The other rooms were lighted unilaterally. A notable feature in these rooms is the arrangement of cloakrooms, without doors, with rolling fronts similar to the front of a roll-top desk, this front coming to within 5 inches of the floor, and the vent ducts for the exhaustion of the vitiated air leading off from these cloakrooms. A detail also worthy of note in the ducts was a flexible joint between the housing about the fans and the ducts leading to the schoolrooms, consisting of a joint of heavy canvas, installed to prevent the transmission of vibration. Stairs and halls in these buildings are fireproof, stairs having cast-iron treads, dished out for topping of asphalt, and the corridors are laid in granitoid flooring, which was carried up on the sides, forming a base similar to the hospital base, for quick, thorough cleaning.

ROCHESTER, N. Y.

In the city of Rochester it was observed that the policy of gradually abandoning small school buildings has been regularly adopted, the city being now tied to the erection of buildings of 20 rooms or over, the new building, if possible, being near enough to the borders of the city to permit of a large enough site to furnish ample playground and a proper spreading of rooms. The architect is employed by the board of education.

SCHOOL NO. 13.

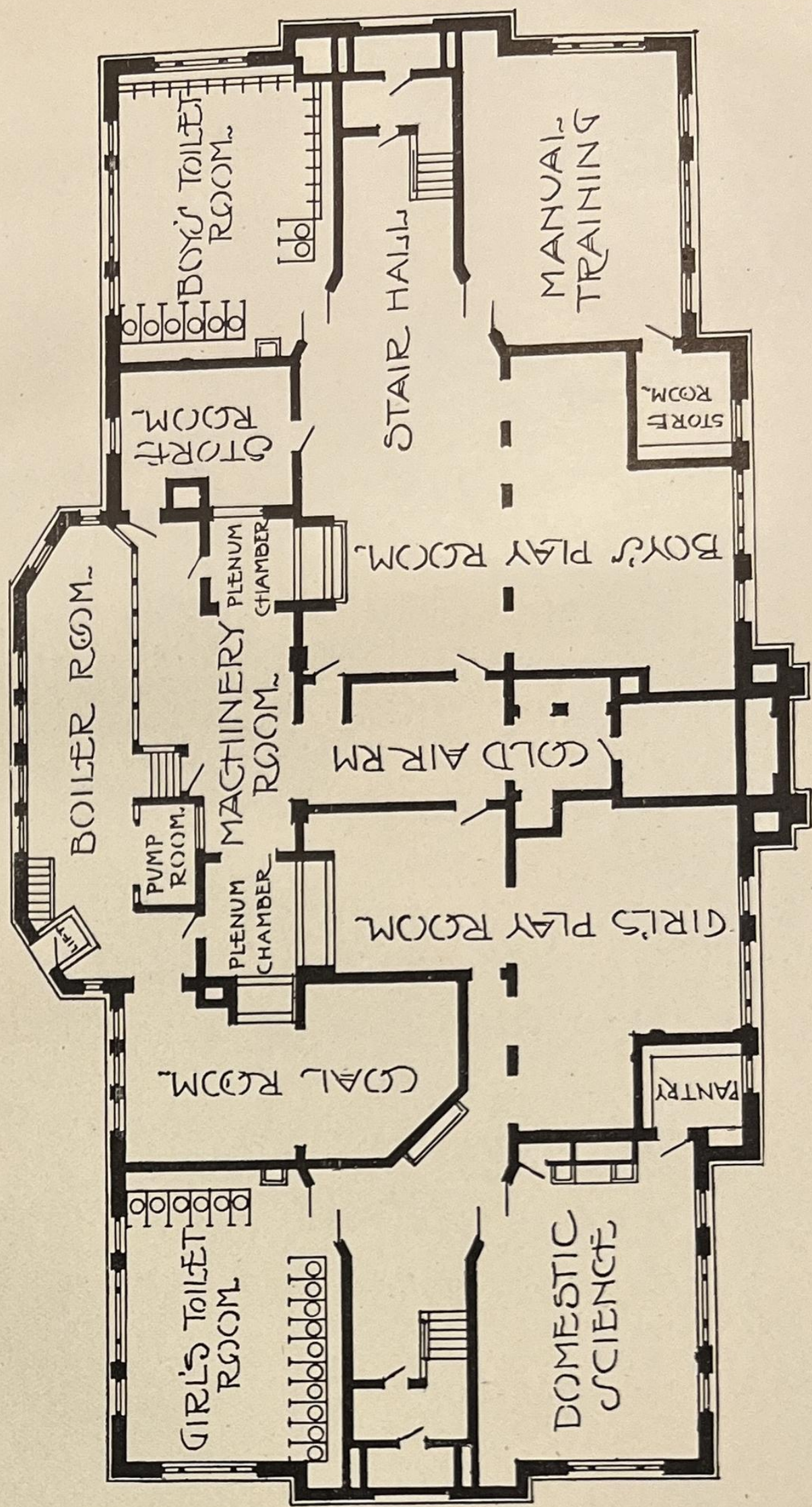
School No. 13 is a handsome building of 2 floors and basement, containing 19 rooms, including a kindergarten. It is U shaped in plan, with a vacant space at the front of the building, which space is



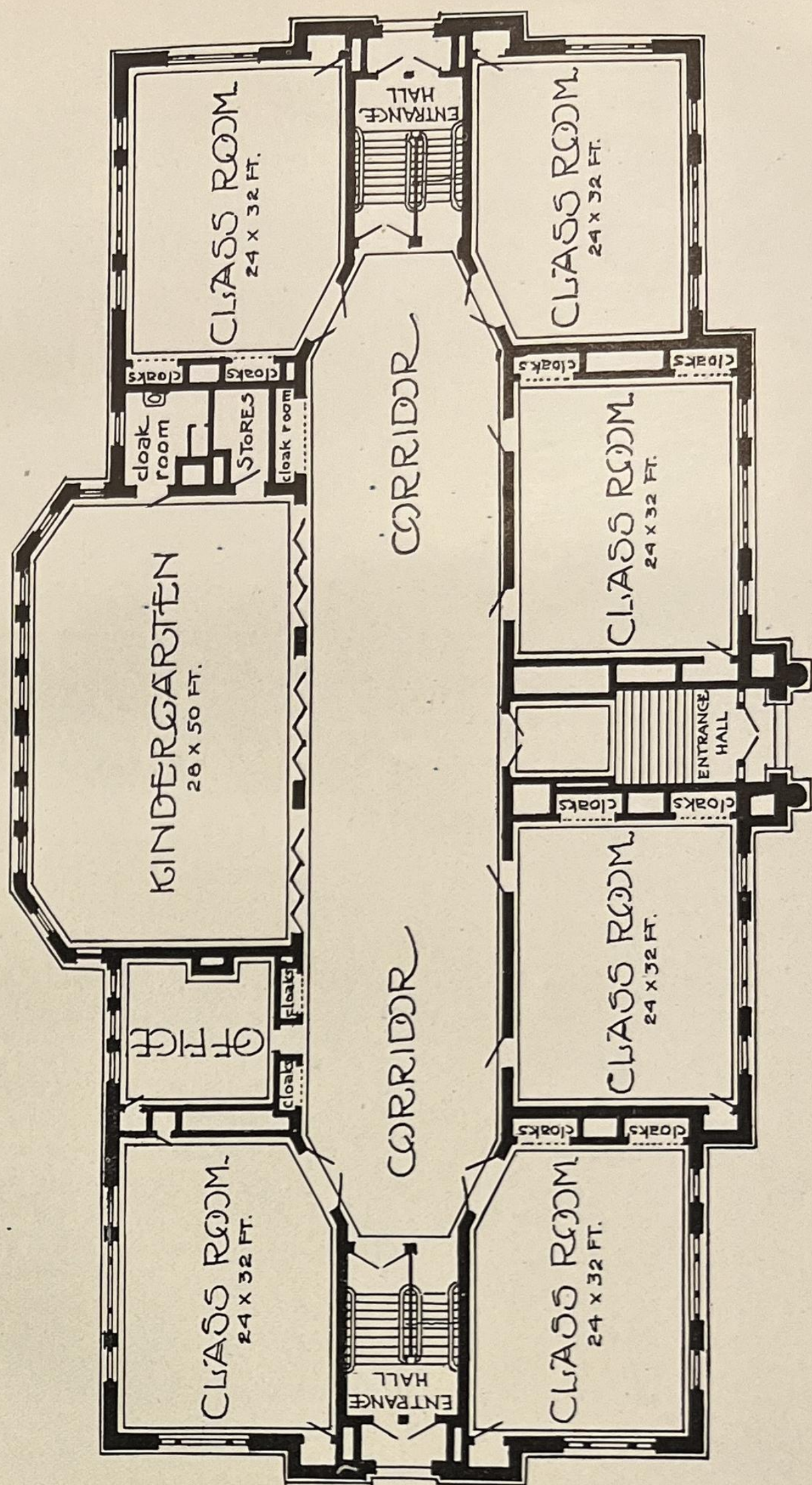
MYRA JONES SCHOOL.

DETROIT.
(Elevation.)

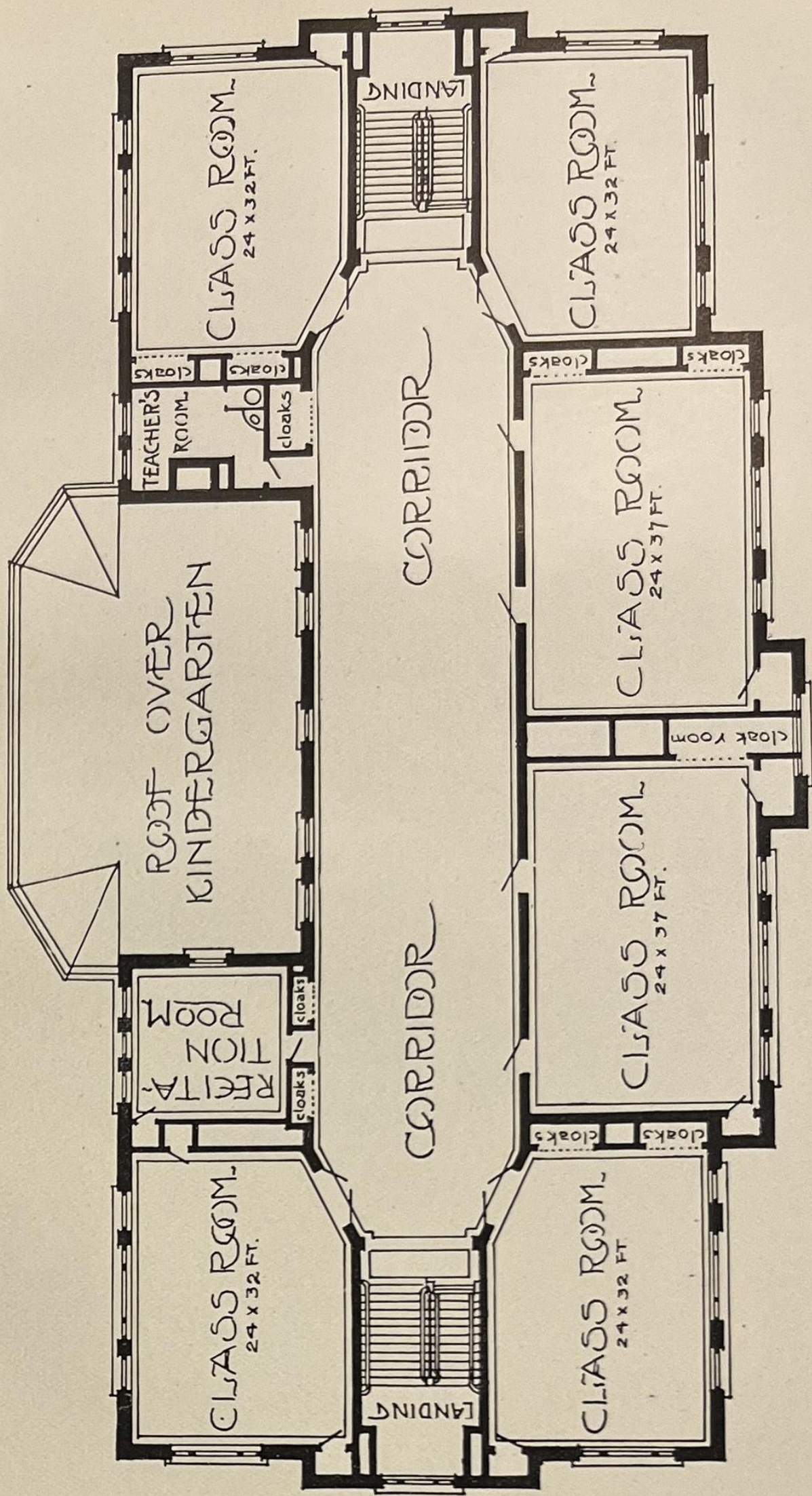
MALCOMSON, HIGGINBOTHAM & CLEMENTS, ARCHITECTS.



MYRA JONES SCHOOL, DETROIT.
(Basement plan.)

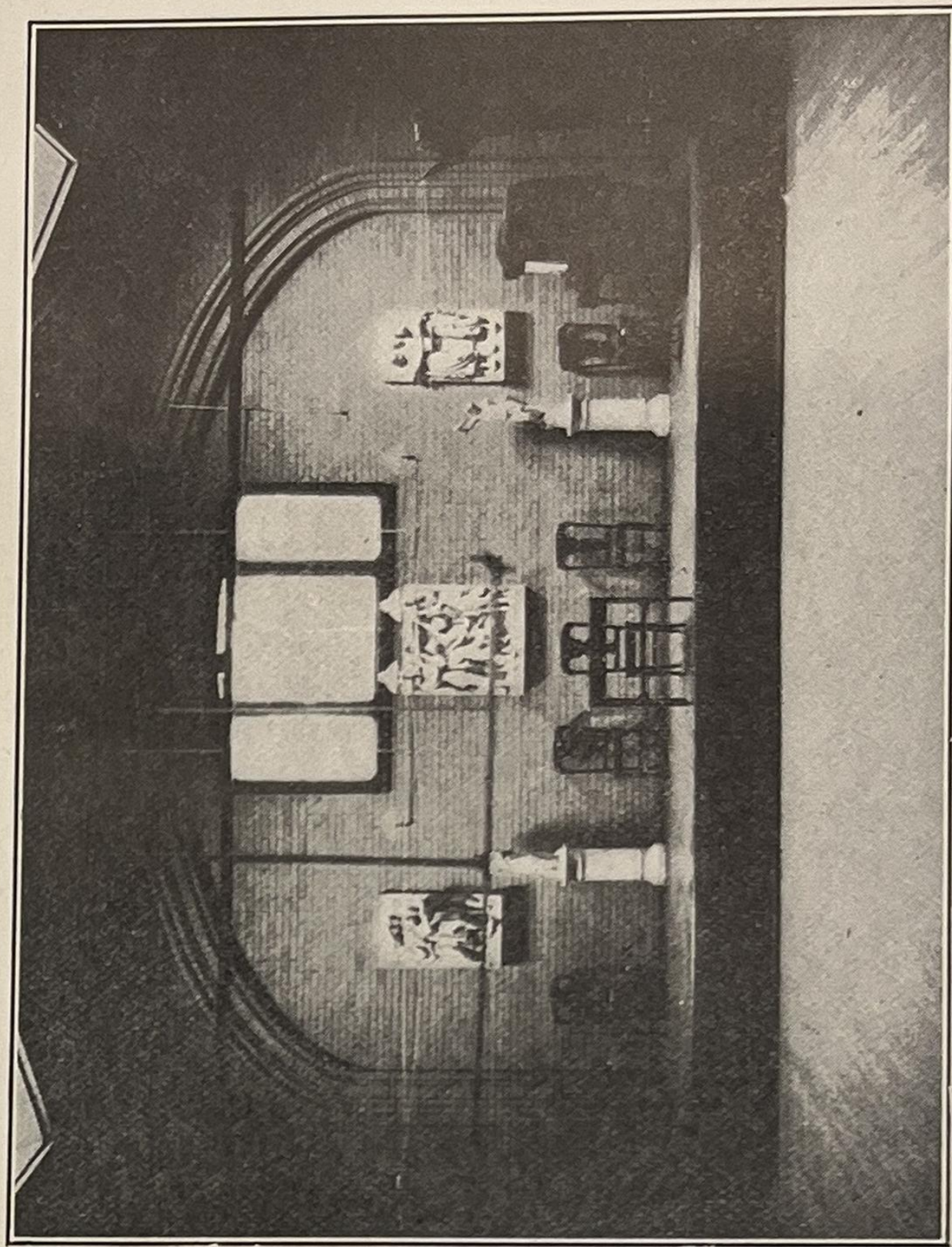


MYRA JONES SCHOOL, DETROIT.
(First floor plan.)



MYRA JONES SCHOOL, DETROIT.

(Second floor plan.)

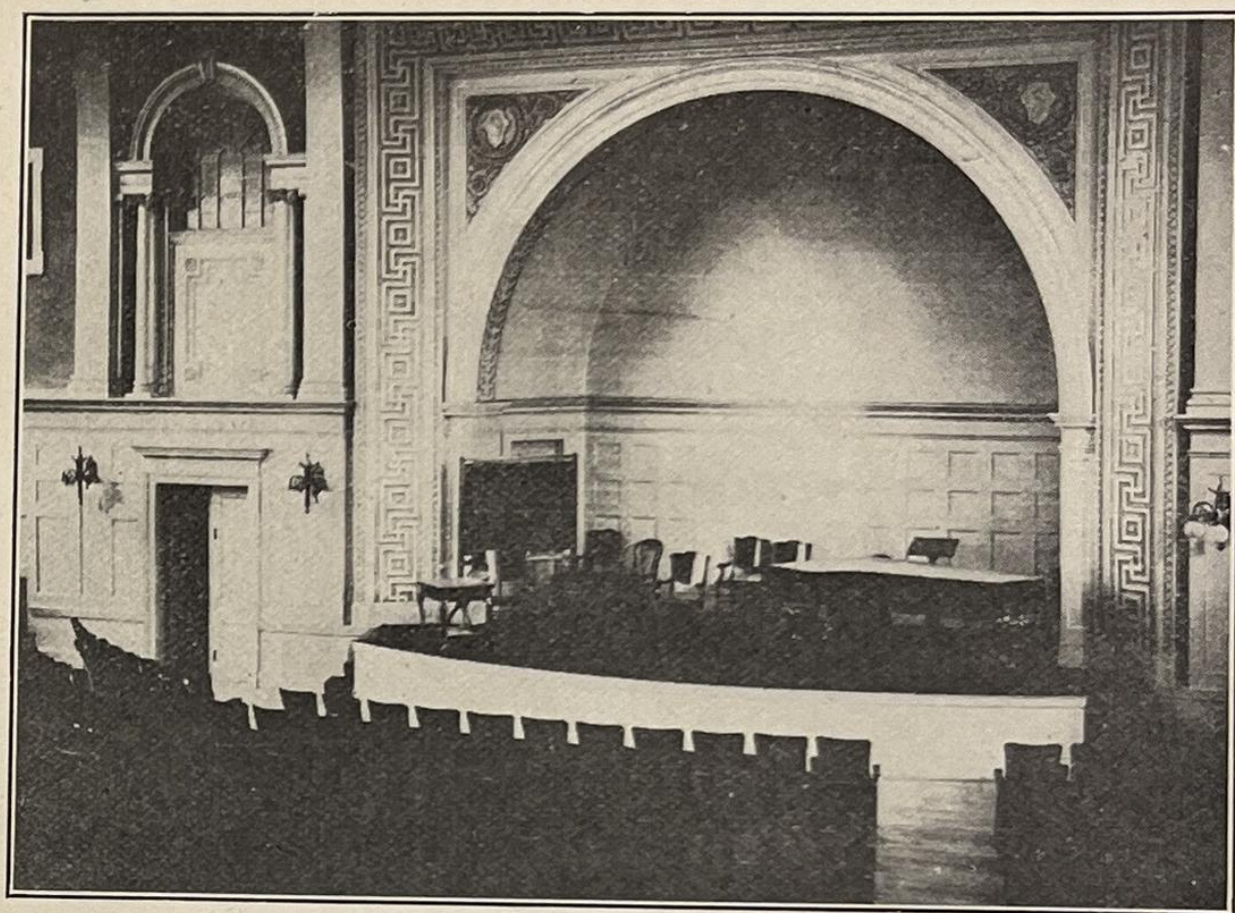


SCHOOL NO. 13, ROCHESTER.

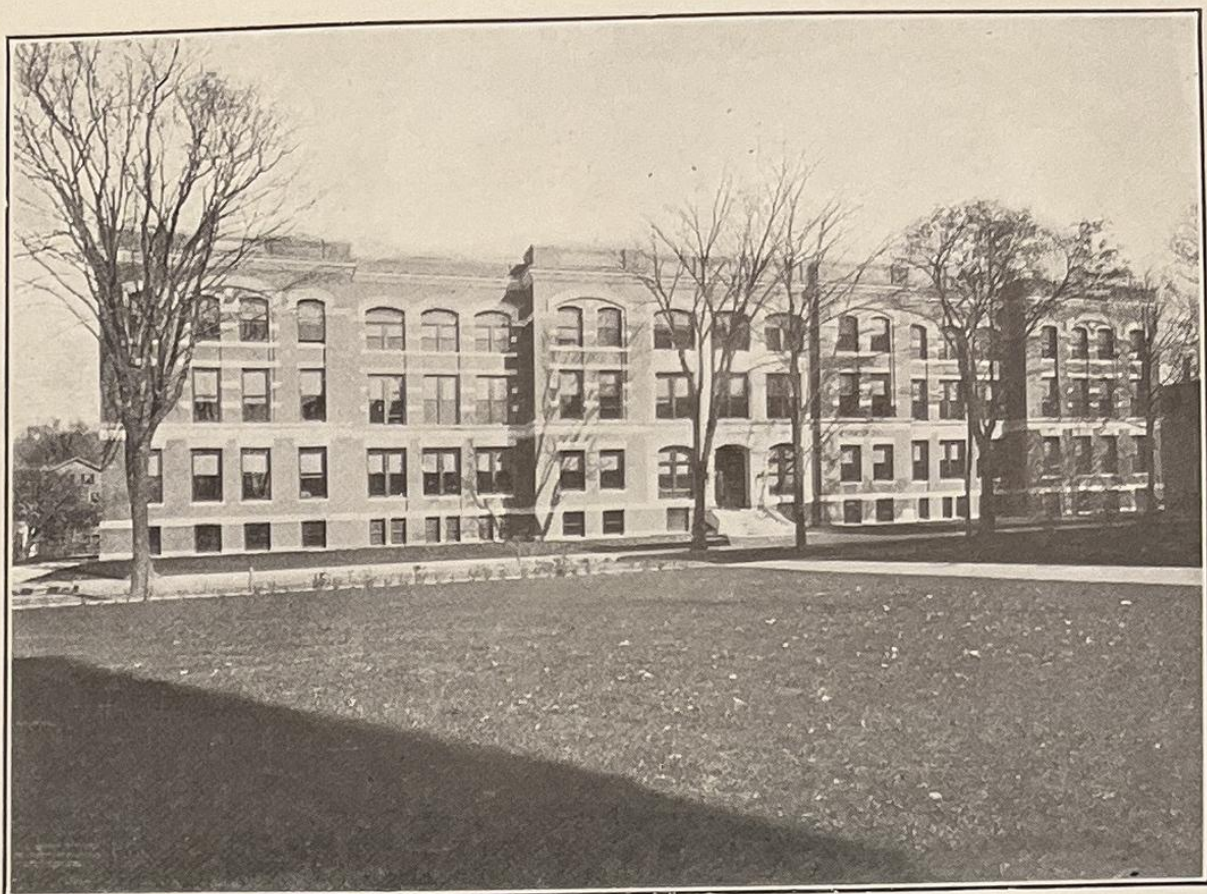
(Assembly hall.)



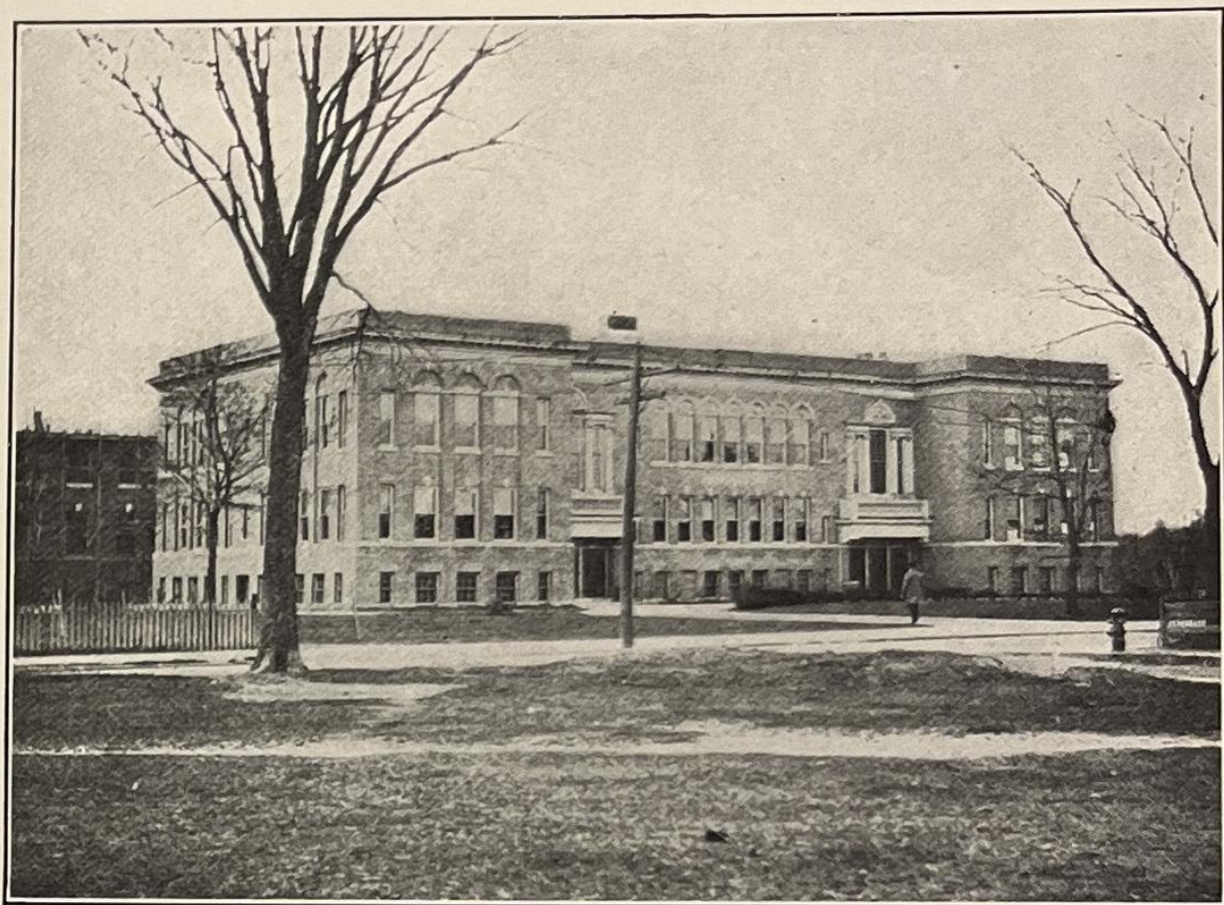
CENTRAL HIGH SCHOOL, SPRINGFIELD.



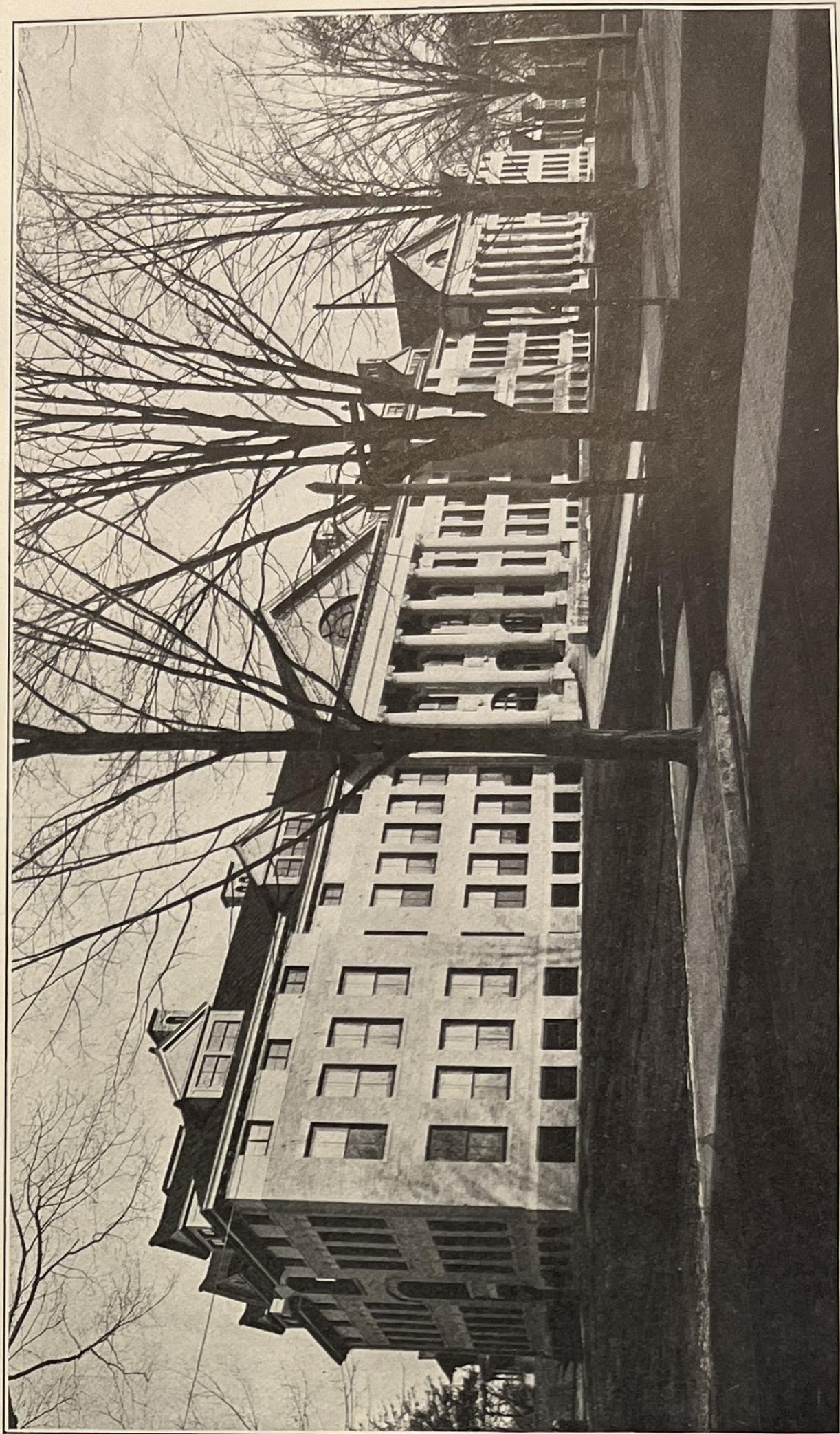
CENTRAL HIGH SCHOOL, SPRINGFIELD.
(Assembly hall.)



TECHNICAL HIGH SCHOOL, SPRINGFIELD.



ARMORY STREET SCHOOL, SPRINGFIELD.



CHESTNUT STREET SCHOOL, SPRINGFIELD.

utilized for an assembly hall on the ground level. The corridor in the main portion of the building runs along this assembly hall at the proper height for a gallery. The partition between the hall and the corridor consists of a number of large panels, each filled with what is essentially a very large window sash, all of which are arranged to slide down through the floor, enlarging the gallery by including therein the entire width of the corridor. The roof of the assembly hall is carried on light trusses supported by the walls of the wings of the building, and contain large amounts of glass which flood the assembly hall with light and give the stairs, interior rooms, and the corridors opening on the hall also an abundance of light. This seems an excellent way to provide an assembly hall at a small additional cost to the building. The corridors in this building are wide and the walls are tinted a reddish brown. Class rooms are 24 by 30 feet, the walls light green, all class rooms lighted from the outside and from one side only. Toilet rooms are provided on every floor. There is a teachers' room in addition to the master's room. There are also rooms for industrial work for both boys and girls. The building has a frontage of 184 feet and a depth of 100 feet and occupies a large site. The cost of the building was \$63,000, exclusive of the cost of the site. A view of the stage of assembly room of this school is shown.

SPRINGFIELD, MASS.

This city, with a population of nearly 100,000, enjoys a reputation with respect to its schools second to no other city in the country.

CENTRAL HIGH SCHOOL.

One notable building here is the Central High School, architecturally notable inside and out. The building has accommodations for 800 pupils, contains 14 class rooms each 26 by 32 feet, 8 recitation rooms 17 by 26 feet, each class room containing an ample built-in closet for books and supplies. There also is a library room, the size of a class room. The laboratory for science work is particularly well planned and equipped. On the first floor is an assembly room with seats for 800. The basement contains also a large lunch room and a special room for use as a girls' gymnasium.

TECHNICAL HIGH SCHOOL.

The Technical High School of Springfield is another liberally planned building designed to accommodate 1,000 pupils and has a present enrollment of 650. It is a 3-story-and-basement building, red brick with stone trimmings. The assembly hall, class rooms, and recitation rooms differ slightly from those in the Central High School, and special features of the building are the shops, which are

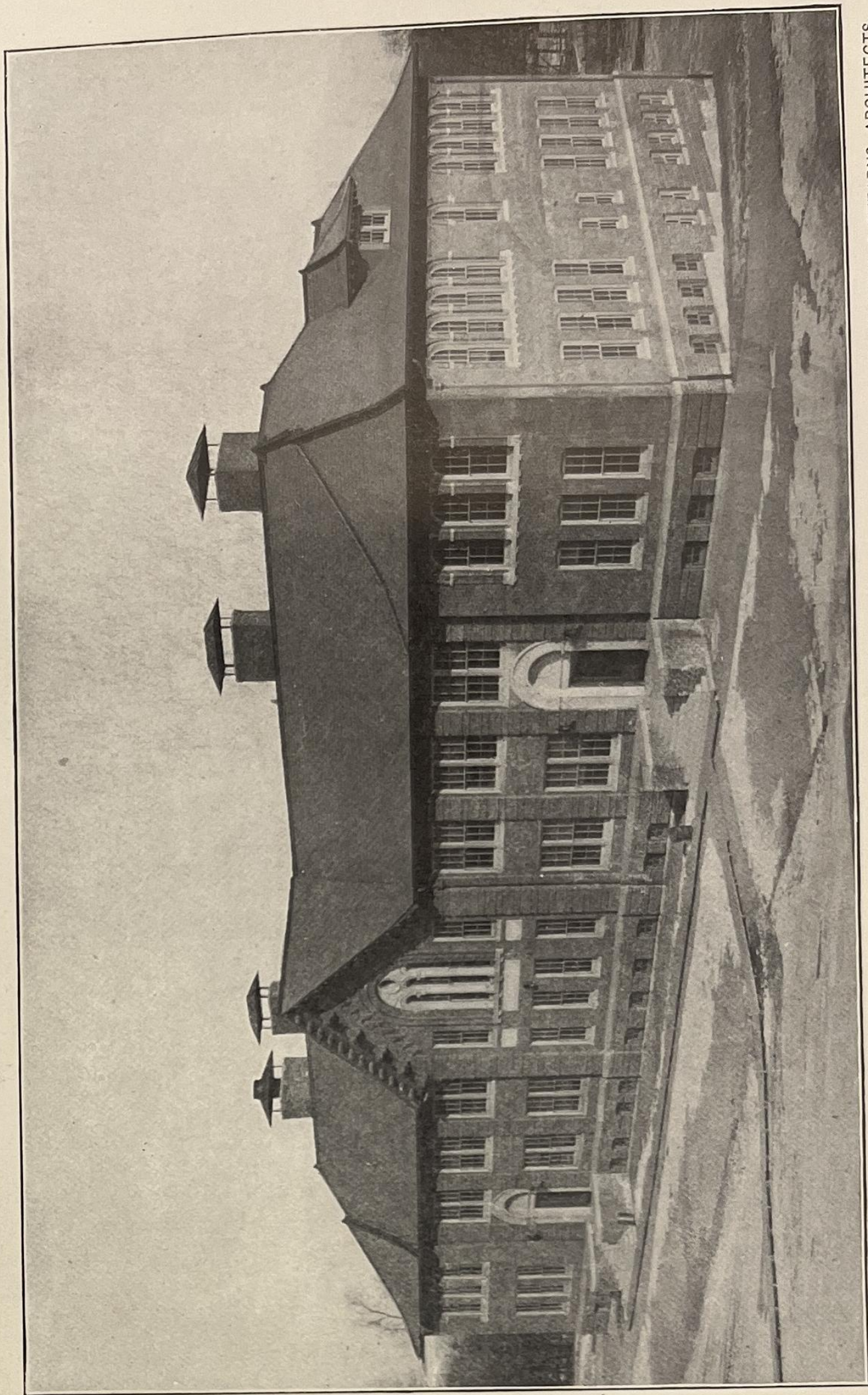
ample in size, well lighted, and equipped for evening school work as well as for day school work, including 2 bench shops, 1 wood-turning shop, 1 forge shop, 1 machine shop, and 1 plumbing shop. The Commission is informed that the evening trade school work conducted by the public school system in this building is as extensive and successful as that anywhere conducted by the public schools.

Views are also given of 2 grammar schools: First, the Chestnut Street School, a T shaped, 22-class-room building, constructed of buff brick at a cost of \$156,000, to which an addition of 14 rooms is now being made. The other, the Armory Street School, is a very handsome 2-story-and-basement school of 16 rooms, on an ample site, to which, also, an addition is under construction, containing 8 class rooms and 2 kindergartens.

BROOKLINE, MASS.

In the city of Brookline, Mass., there are several fine school buildings. In one of these, the Heath, an idea is being carried out which may be of value at some future time in many other cities. This school is located on a fine large farm, or park, in a comparatively thinly populated section where land is relatively cheap. The children are transported to the school in barges from some of the more congested districts. The land surrounding the building is used for playgrounds, gardens, and general park purposes. The building is a handsome structure, 2 stories and basement, the basement containing boys' and girls' toilets at opposite ends of the building, a large gymnasium in the center and boys' and girls' bathroom and locker rooms annexed, the mechanical installation occupying one front corner room, the opposite corner being used for storage. On the first floor there are 7 class rooms, 1 of which is a manual training room, and 2 smaller teachers' rooms, with wide corridors connecting all rooms. On the second floor the center of the building is a large assembly hall, a portion of the floor of the room being used as a corridor passing between the seats and the platform. There are 5 class rooms on this floor, besides 2 small recitation rooms, and a considerable space is given over for hall cloak rooms.

The high-school installation in Brookline comprises 2 buildings, 1 the regulation high school building, and the other a manual training building, both facing a large municipal playground several acres in extent. Facing the playground, also, a fine building for municipal baths is now being erected, provision being made for heat and light for all three buildings from the plant installed in the manual training building. The high school building is T shaped, the assembly hall being located in the stem of the T. The building contains class rooms and recitation rooms for 600 pupils, although the present enrollment is only about three-fourths of this number. The manual train-



HEATH SCHOOL.

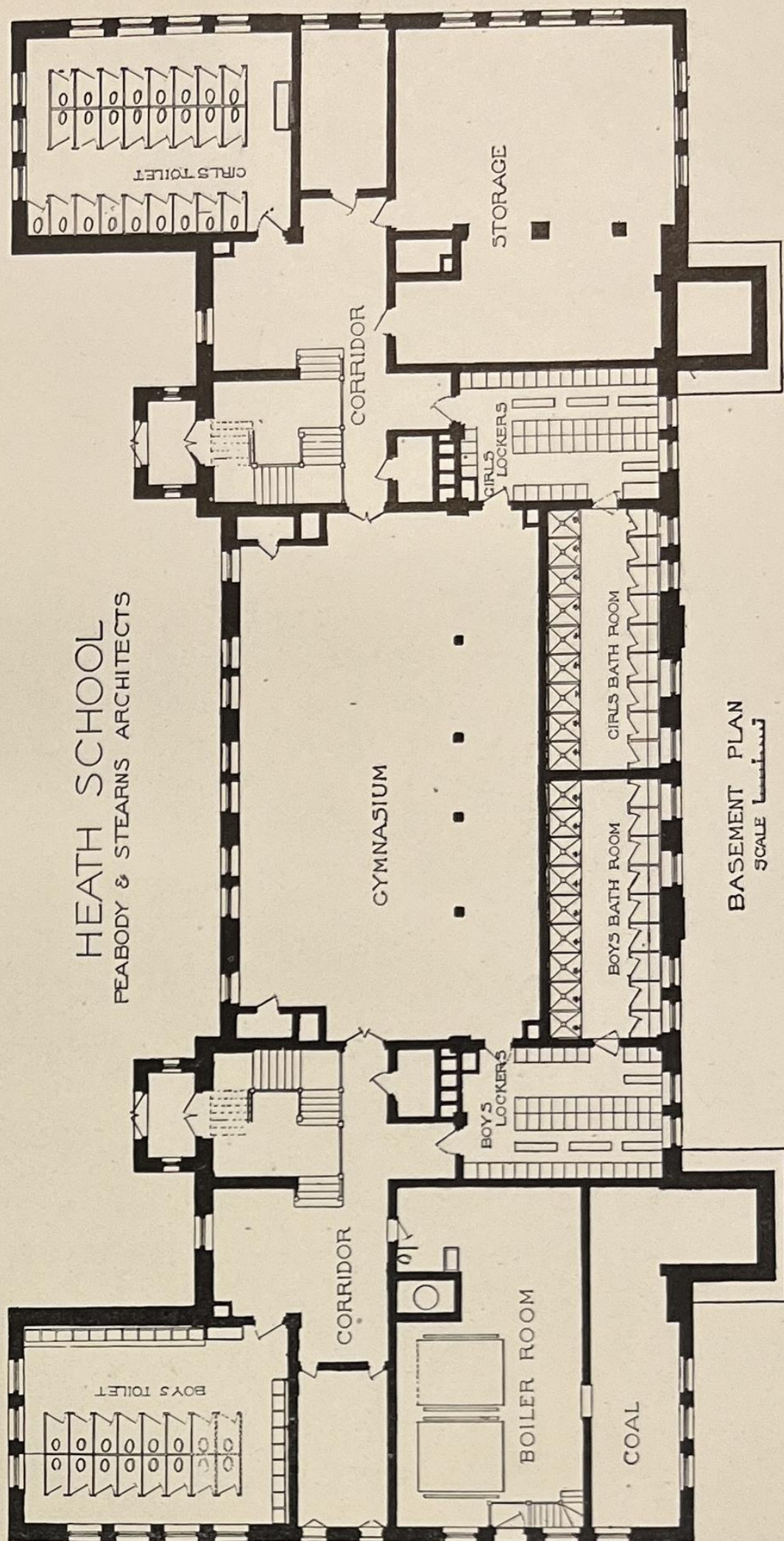
BROOKLINE.

PEABODY & STEARNS, ARCHITECTS.

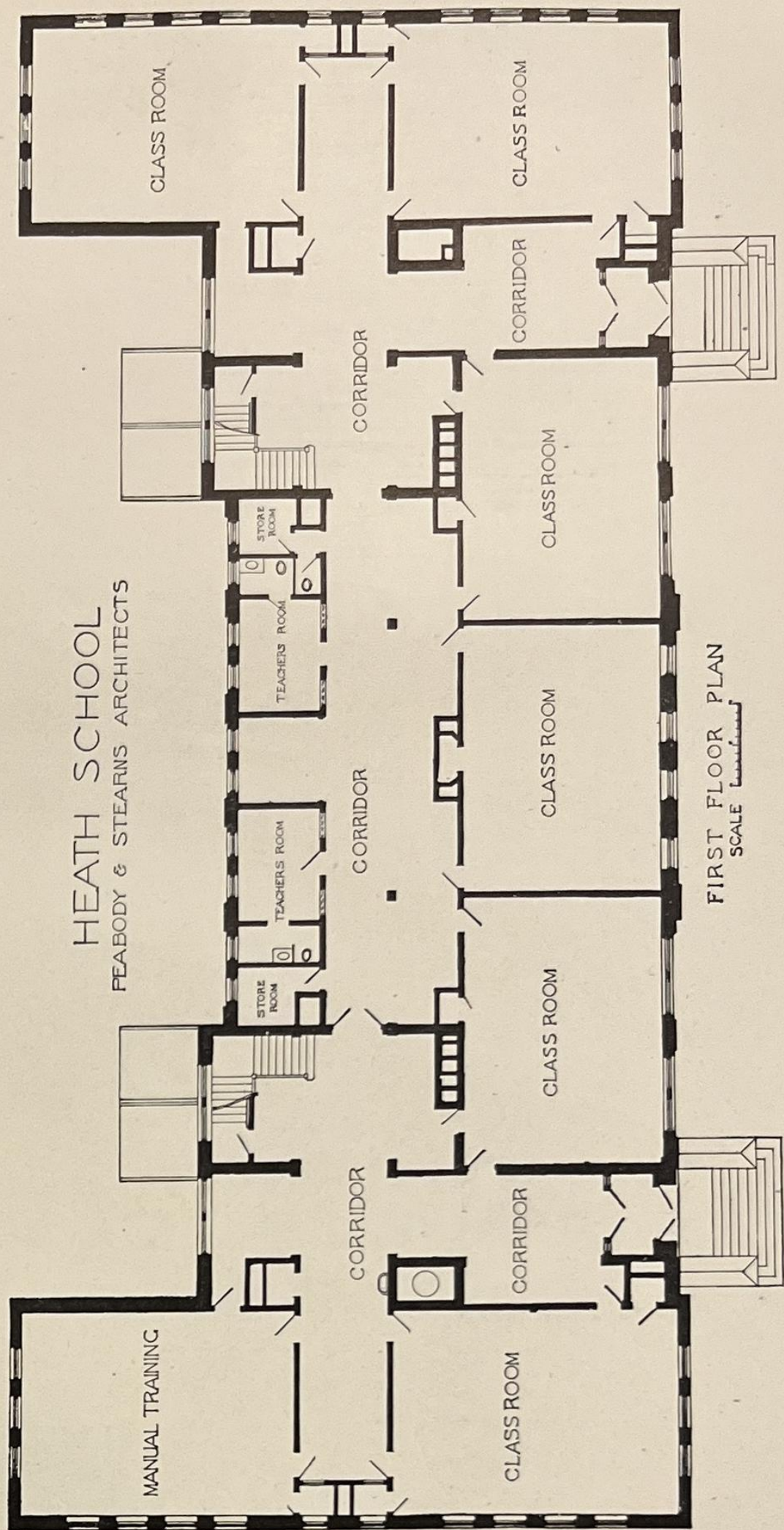


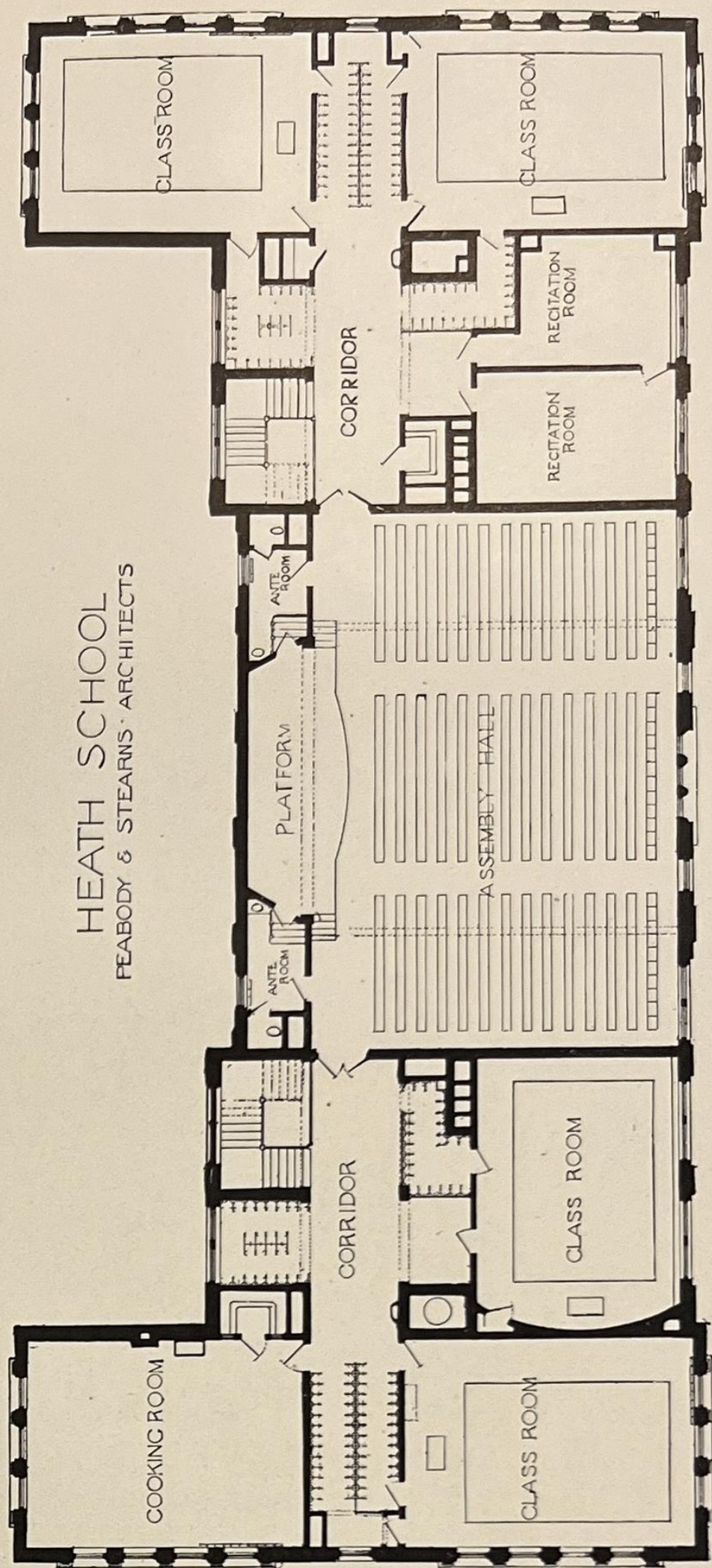
HEATH SCHOOL, BROOKLINE.

HEATH SCHOOL
PEABODY & STEARNS ARCHITECTS



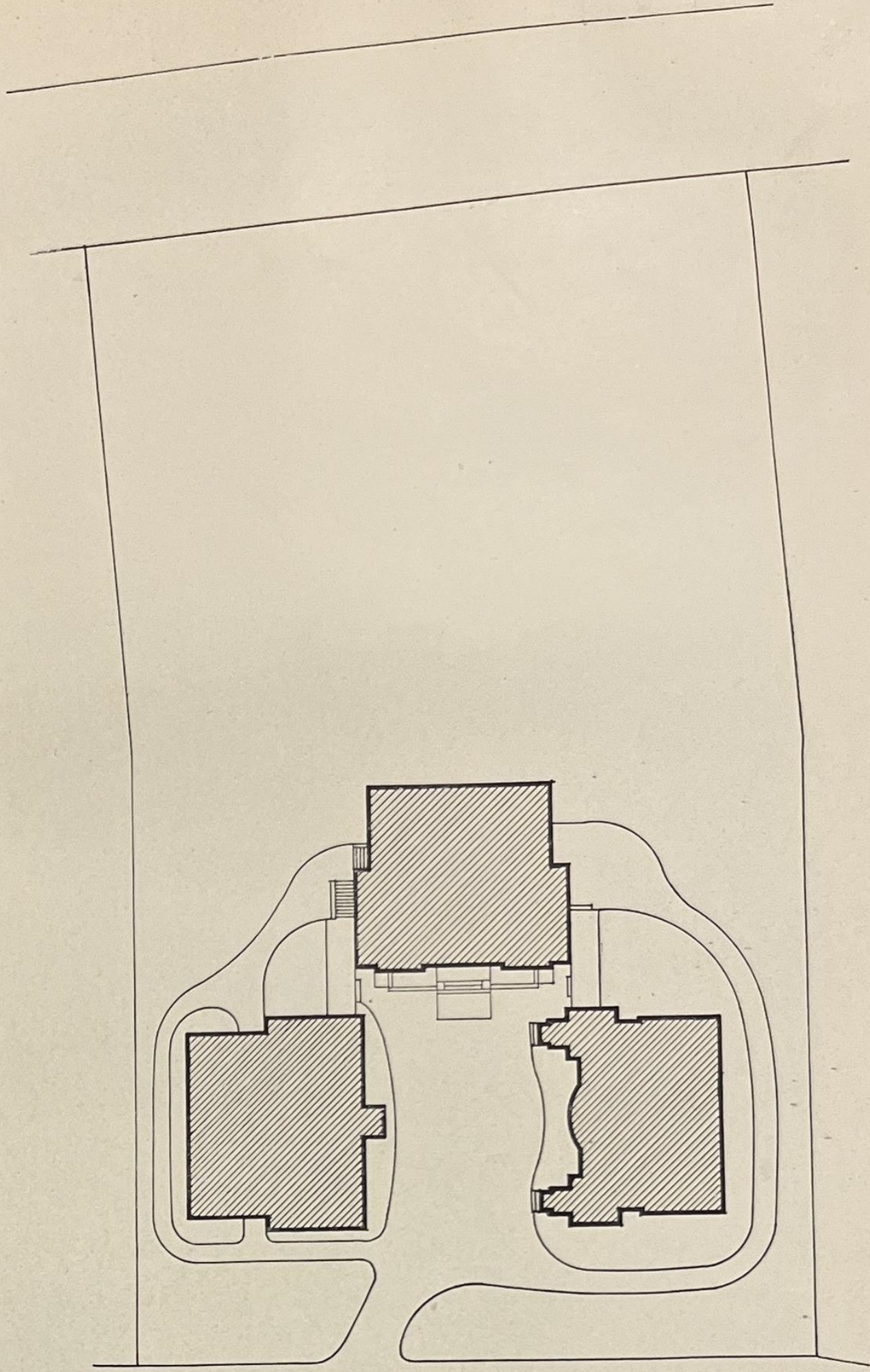
BASEMENT PLAN
SCALE 1/8" = 1'-0"



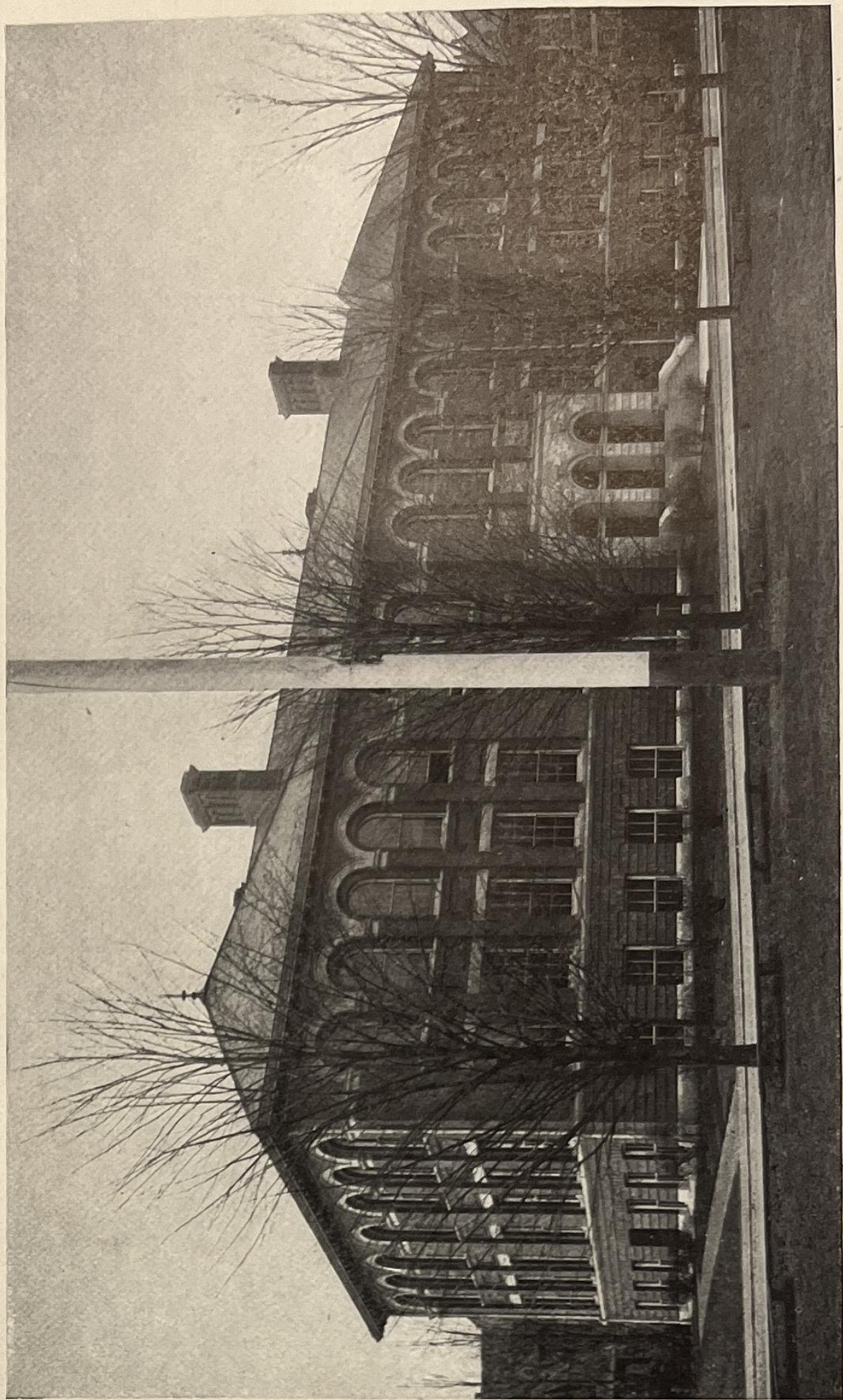


HEATH SCHOOL PEABODY & STEARNS ARCHITECTS

SECOND FLOOR PLAN
SCALE 1" = 10'



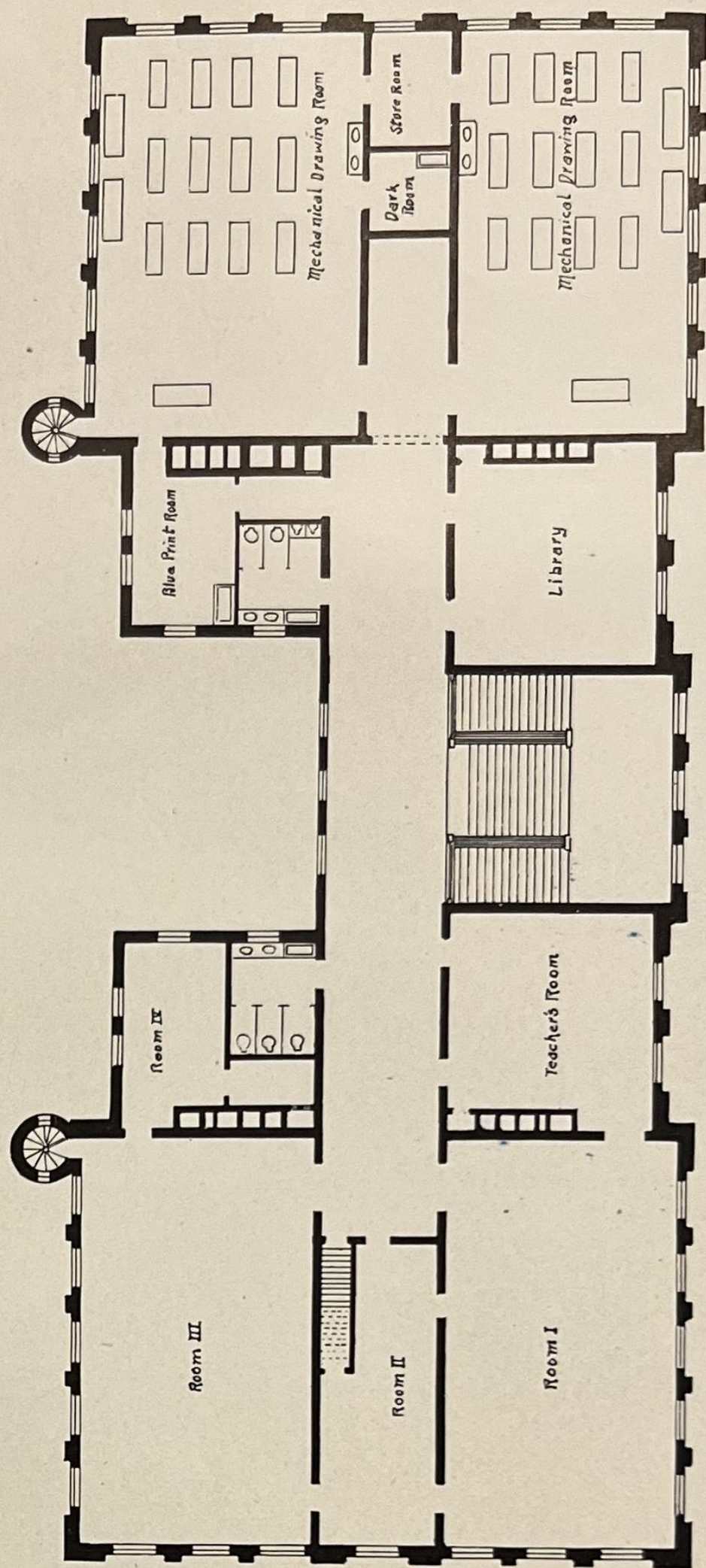
RUNKLE GROUP, BROOKLINE.



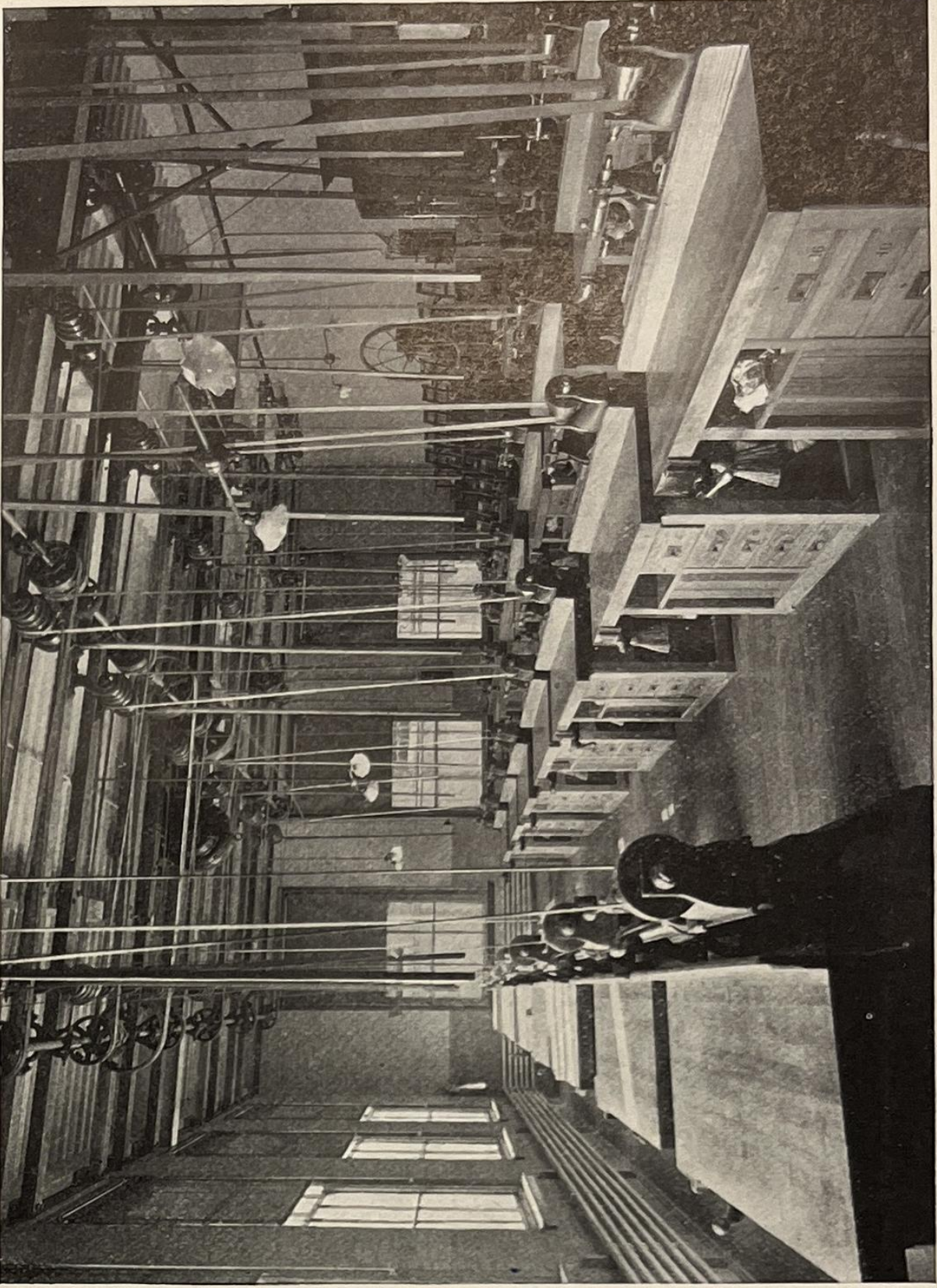
MANUAL TRAINING BUILDING, HIGH SCHOOL.

BROOKLINE.

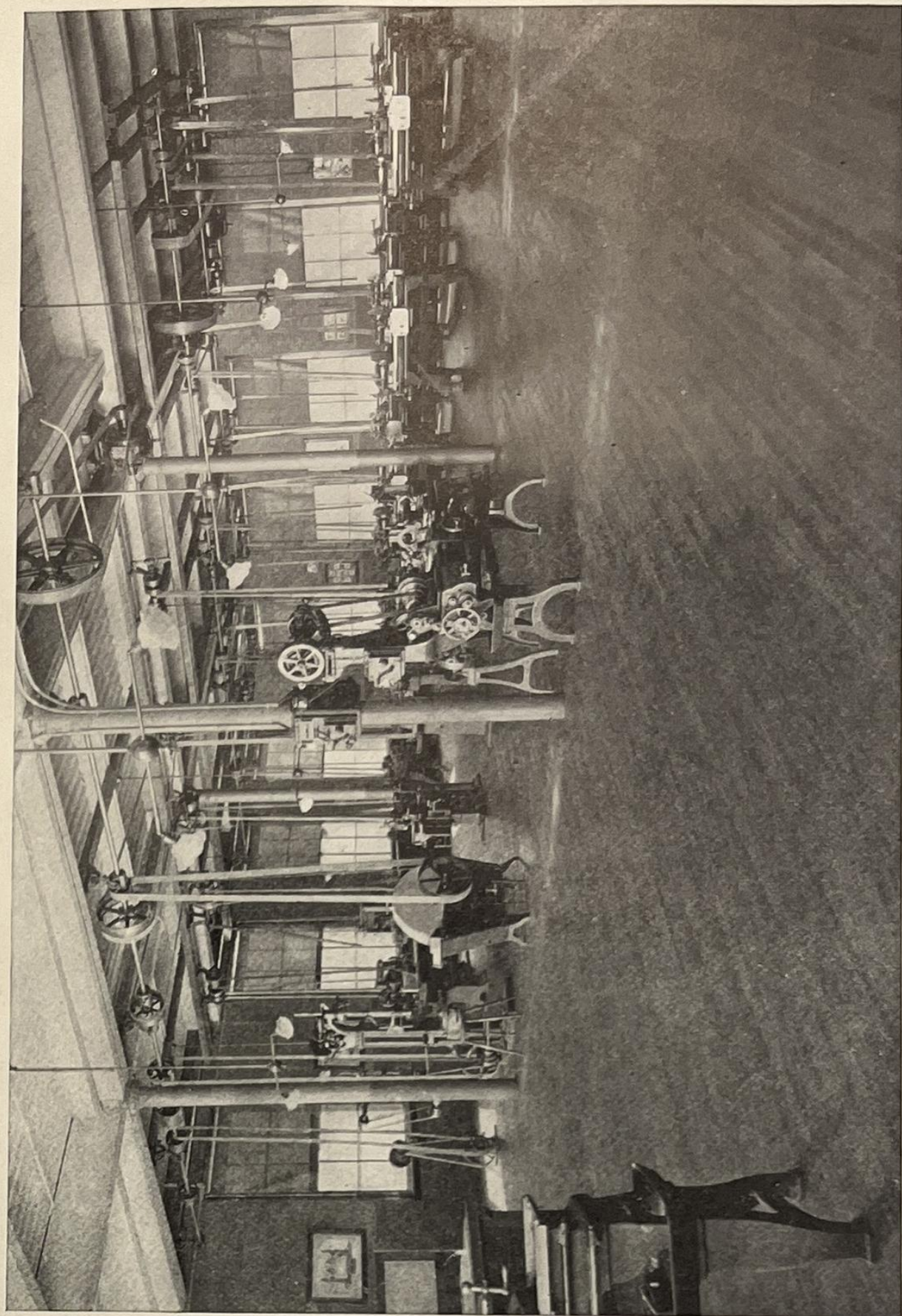
F. JOSEPH UNTERSEE, ARCHITECT.



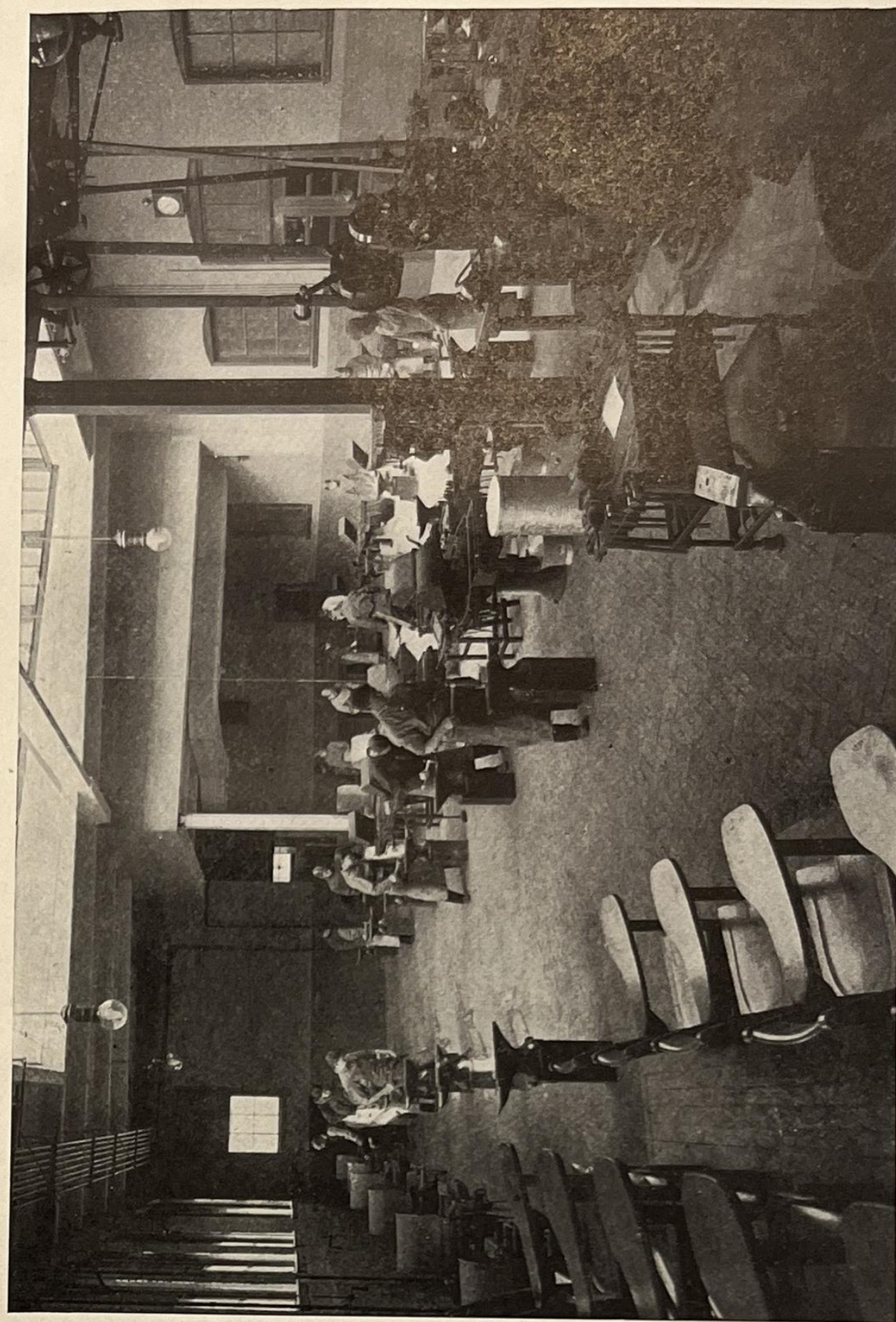
SECOND FLOOR
MANUAL TRAINING BUILDING, HIGH SCHOOL, BROOKLINE.



MANUAL TRAINING SCHOOL, HIGH SCHOOL, BROOKLINE.
(Wood-turning laboratory.)



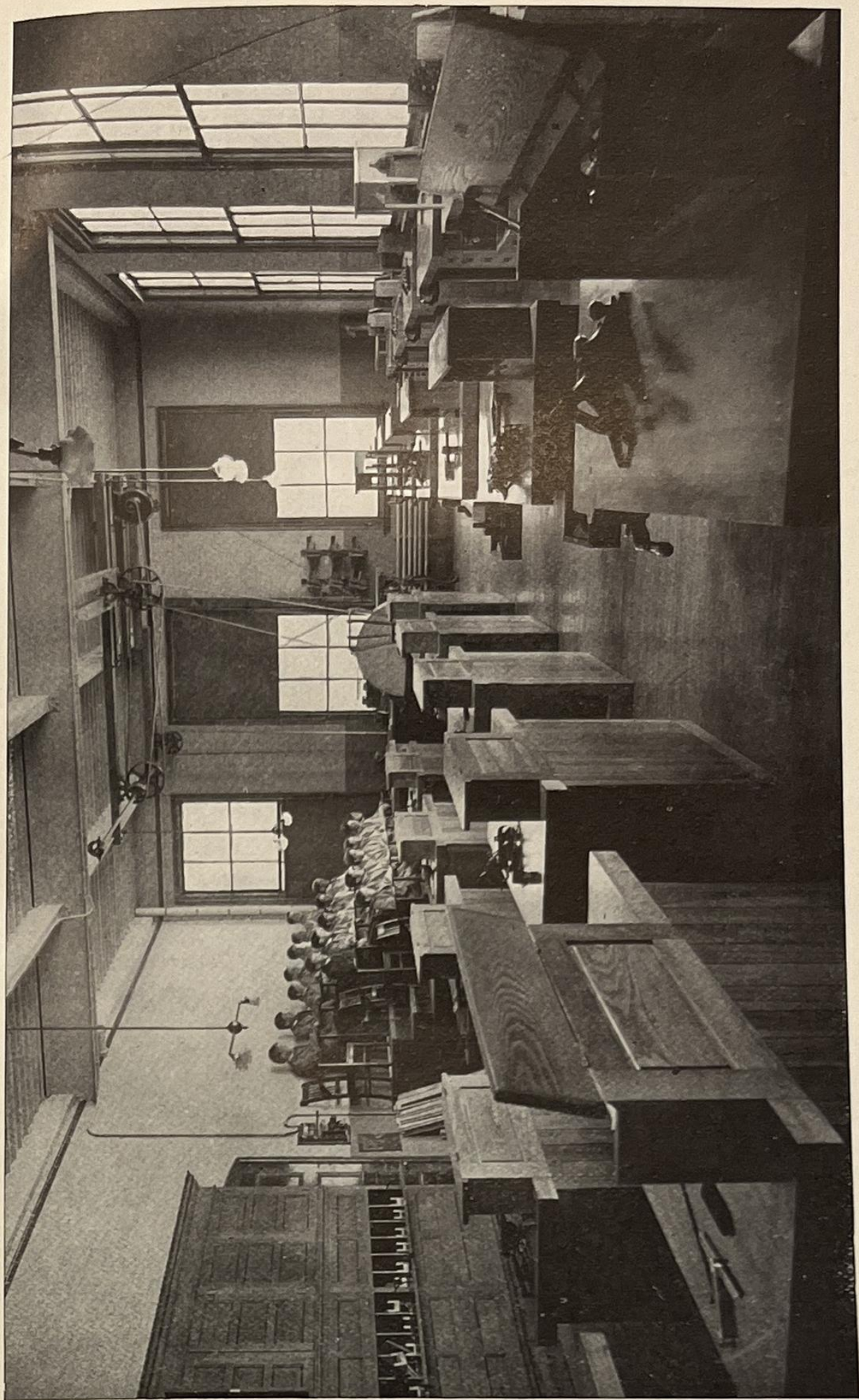
MANUAL TRAINING SCHOOL, HIGH SCHOOL, BROOKLINE.
(Machine tool laboratory.)



MANUAL TRAINING SCHOOL, HIGH SCHOOL, BROOKLINE.
(Forging laboratory.)

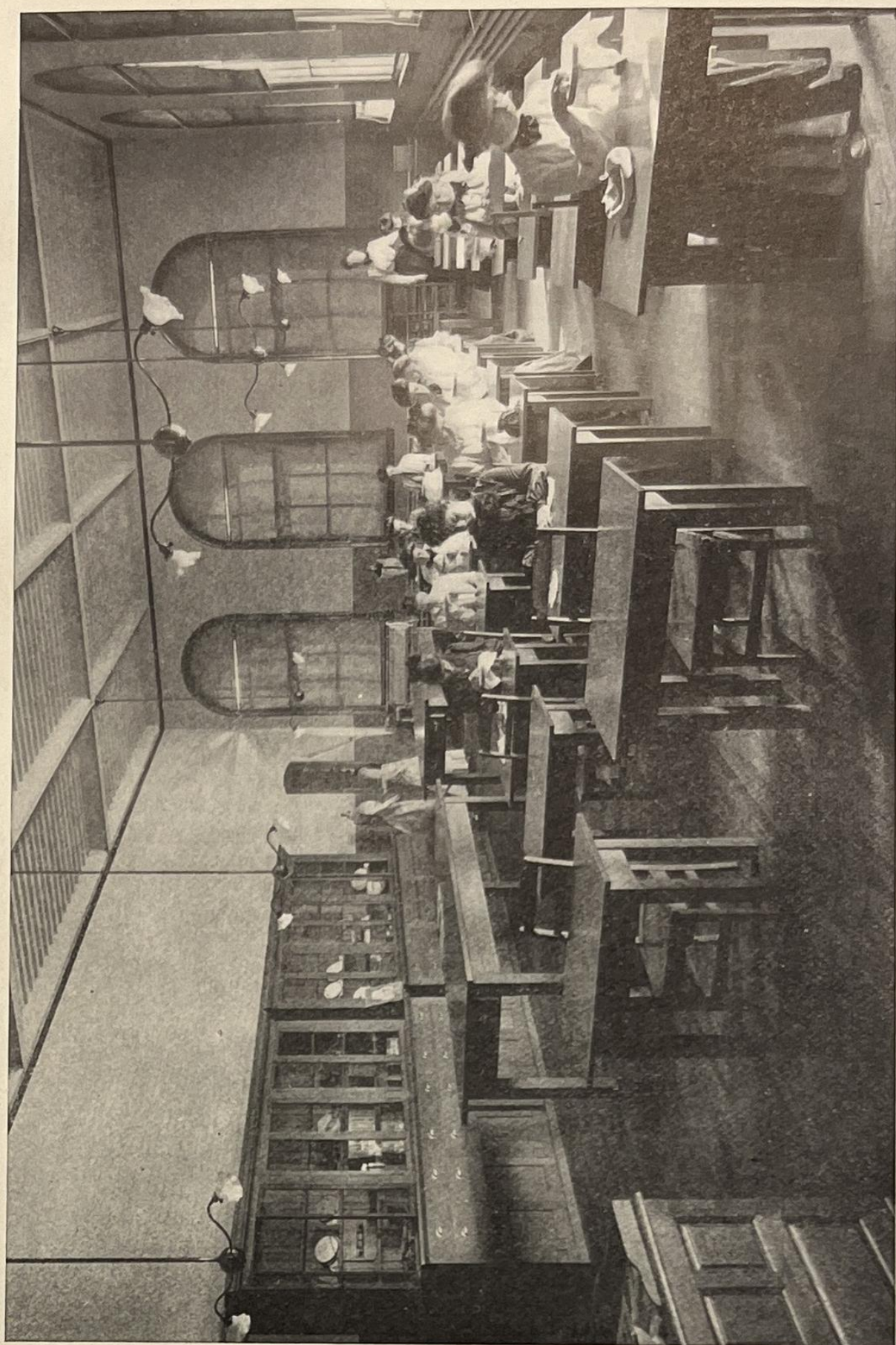


MANUAL TRAINING SCHOOL, HIGH SCHOOL, BROOKLINE.
(Wash room)

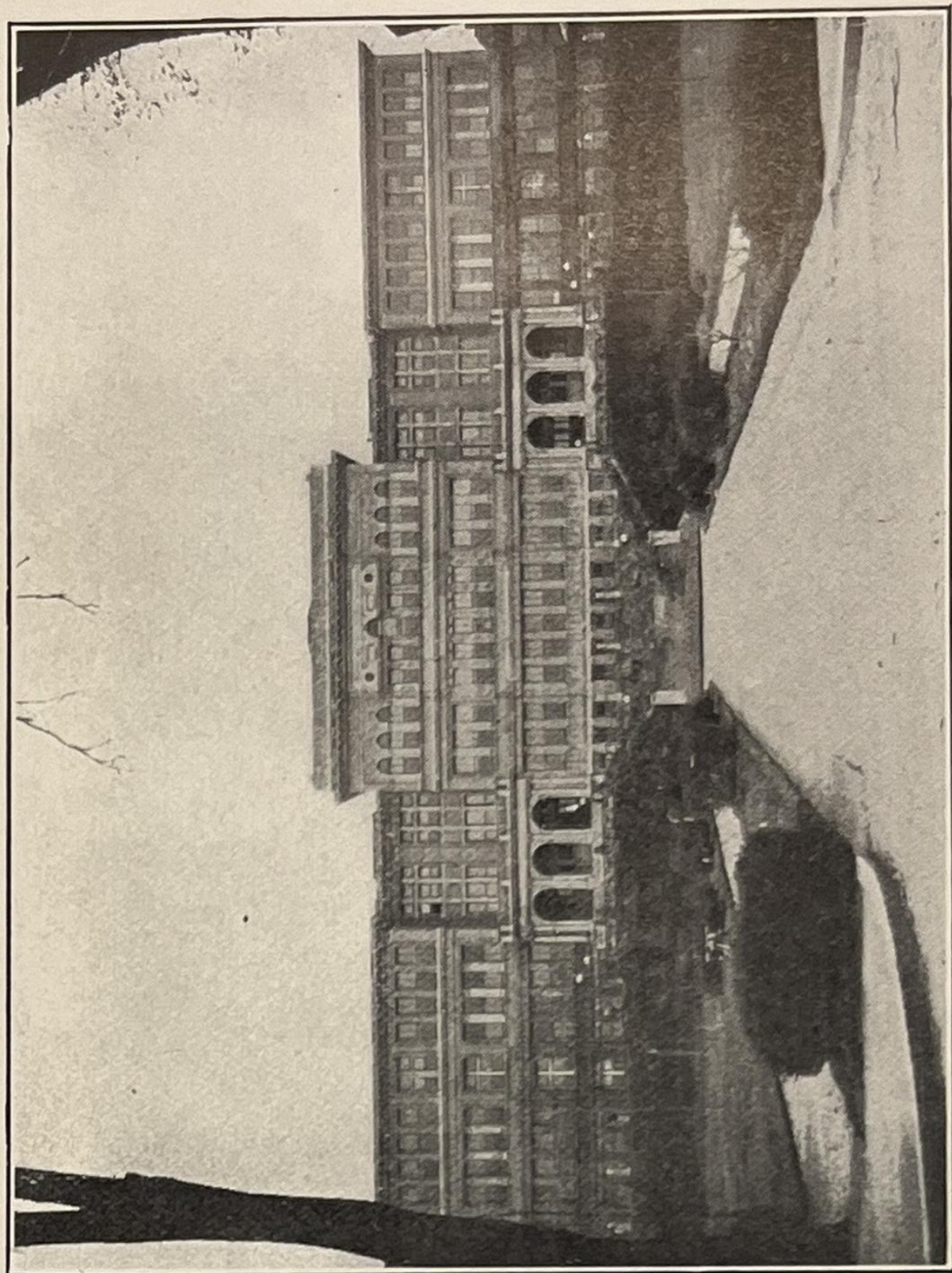


MANUAL TRAINING SCHOOL, HIGH SCHOOL, BROOKLINE.

(Carpentry and joinery laboratory.)



MANUAL TRAINING SCHOOL, HIGH SCHOOL, BROOKLINE.
(Needlework room.)



RHODE ISLAND NORMAL SCHOOL, PROVIDENCE.

ing building is worthy of special notice, being one of the best buildings in the country for the purposes designed. There is everywhere liberal allowance for floor space, which does much to render the whole attractive. The building is of basement and 2 floors. The basement, which is almost entirely above ground, contains boiler and engine rooms, forge shop, and foundry rooms, with stock rooms and wash rooms adjoining each, the general toilet room with a bicycle room adjoining, and a large dynamo room. The forge shop is in part under the main building and in part in a 1-story extension, which permits of a skylight, giving excessive height and abundant light and air. The first floor contains a carpenter shop lighted on two sides, and turning and pattern making shops lighted on two sides with a washroom between the two. At the other end of the building is a large machine shop, 72 by 50 feet, lighted on 3 sides, and provided with a washroom and tool and stock room. This floor contains a small room for circular and jig saw work, as well as 2 office rooms. The second floor contains 2 rooms for mechanical drawing, with a dark room and a blueprint room, storeroom and toilet room, all grouped at one end of the building. At the other end of this floor are 4 rooms for domestic art and art metal work. This floor contains also library and teachers' rooms. The building cost \$93,000 and about \$30,000 additional to equip.

A view and plans of all floors are reproduced, with views of rooms.

The Commission is indebted to Mr. George I. Aldrich, superintendent, for the details and views of these schools.

PROVIDENCE, R. I.

Possibly the most notable elementary building here is the Rhode Island Normal School, of which a view is given. This building's arrangement and equipment for normal work seem to leave nothing to be desired. The various departments have their individual libraries, while one of the prominent features of the school is the large general library. There is also a handsome assembly hall, which seems to be the actual center for the entire work of the school. A fine gymnasium, with both dressing and locker rooms is also provided. Kindergarten rooms are very attractive. Facilities for instruction in domestic science are usually very complete. The building is beautifully situated on a commanding site near the State capitol building, on large grounds which are very well kept, as the view shows.

BALTIMORE.

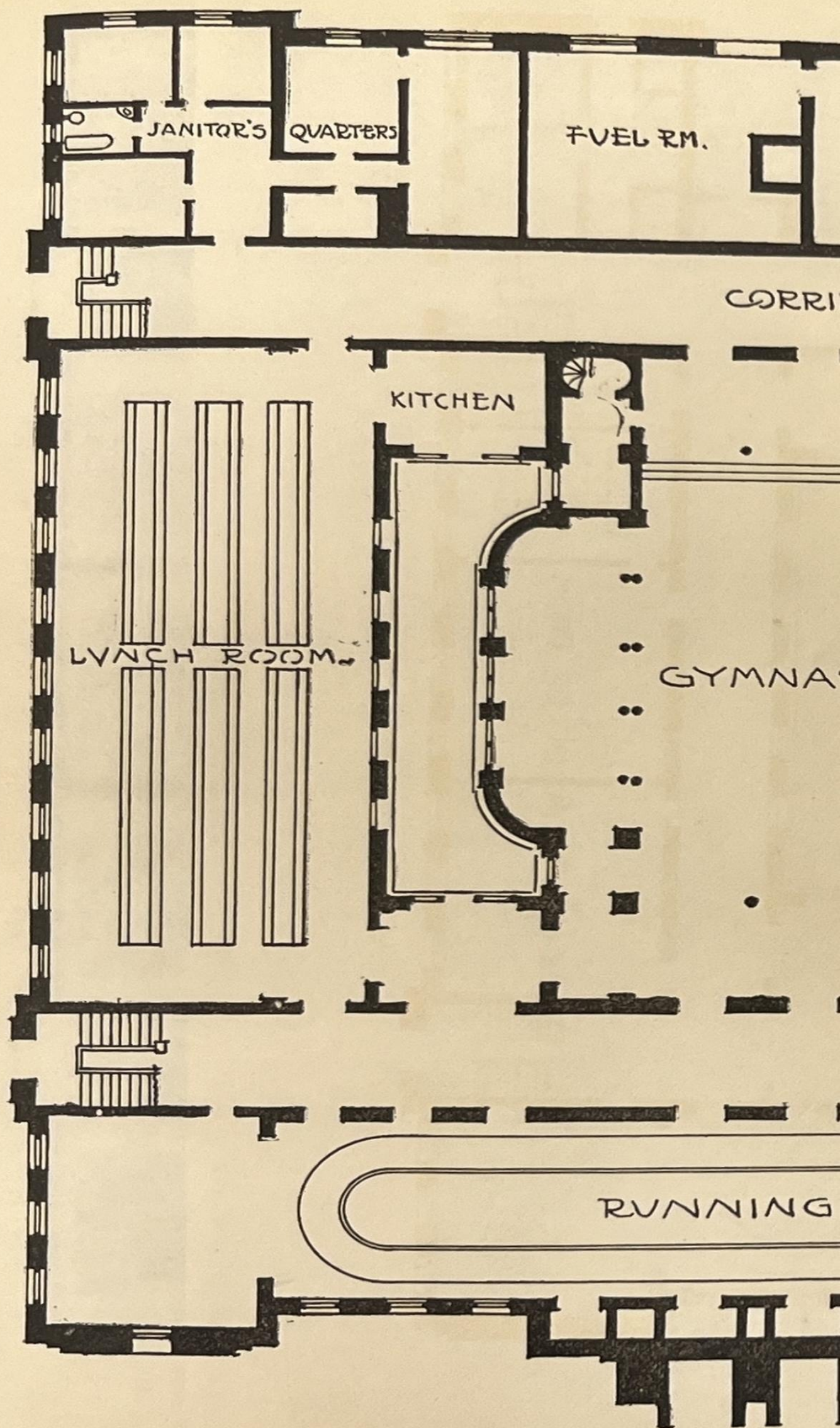
The new Eastern High School for girls in Baltimore is one building which favorably impressed the Commission. This building stands on a site about 200 feet square and in ground plan conforms to the plan of the lot. The cost, including the site, was about \$400,000.



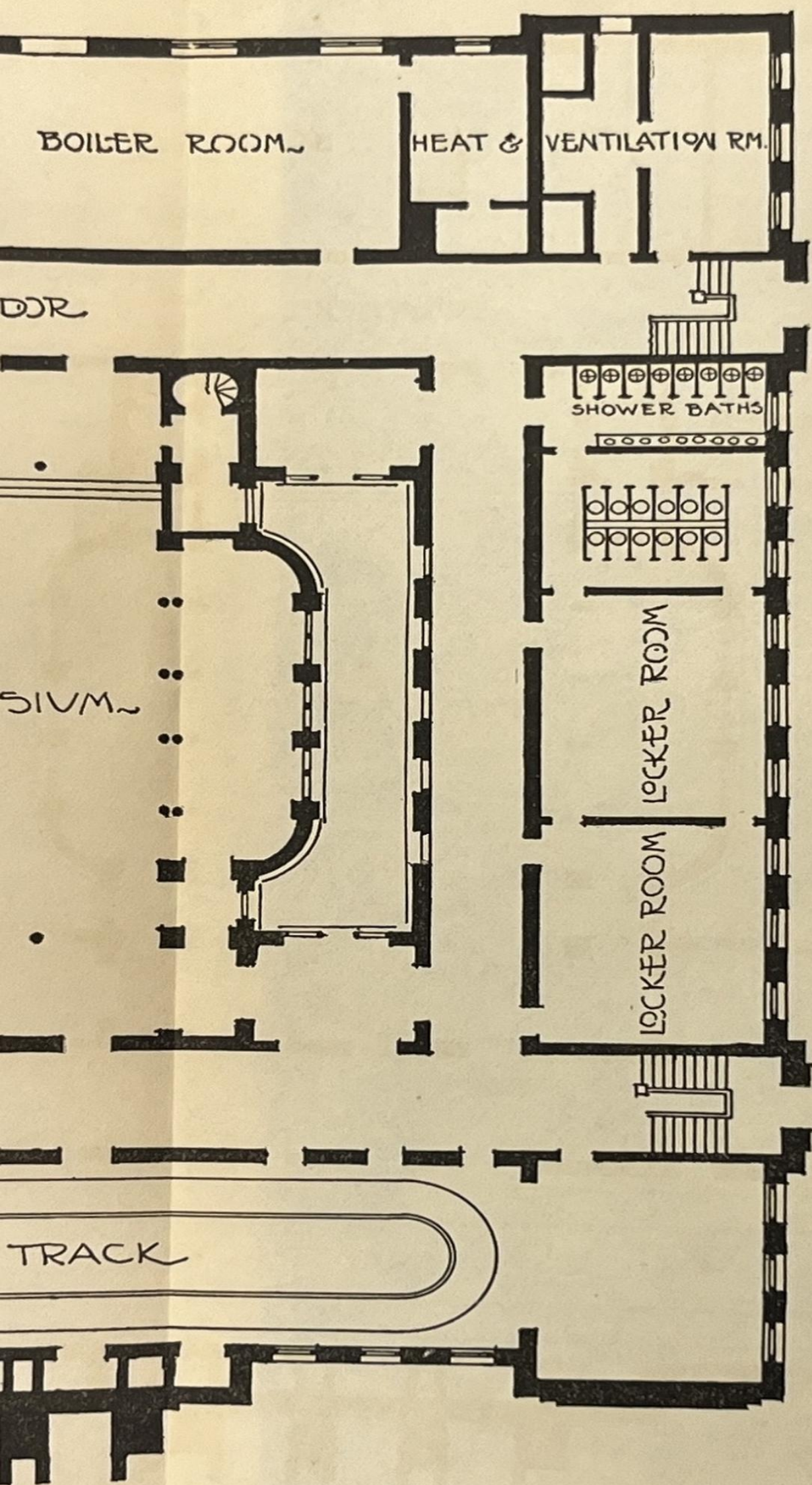
EASTERN HIGH SCHOOL

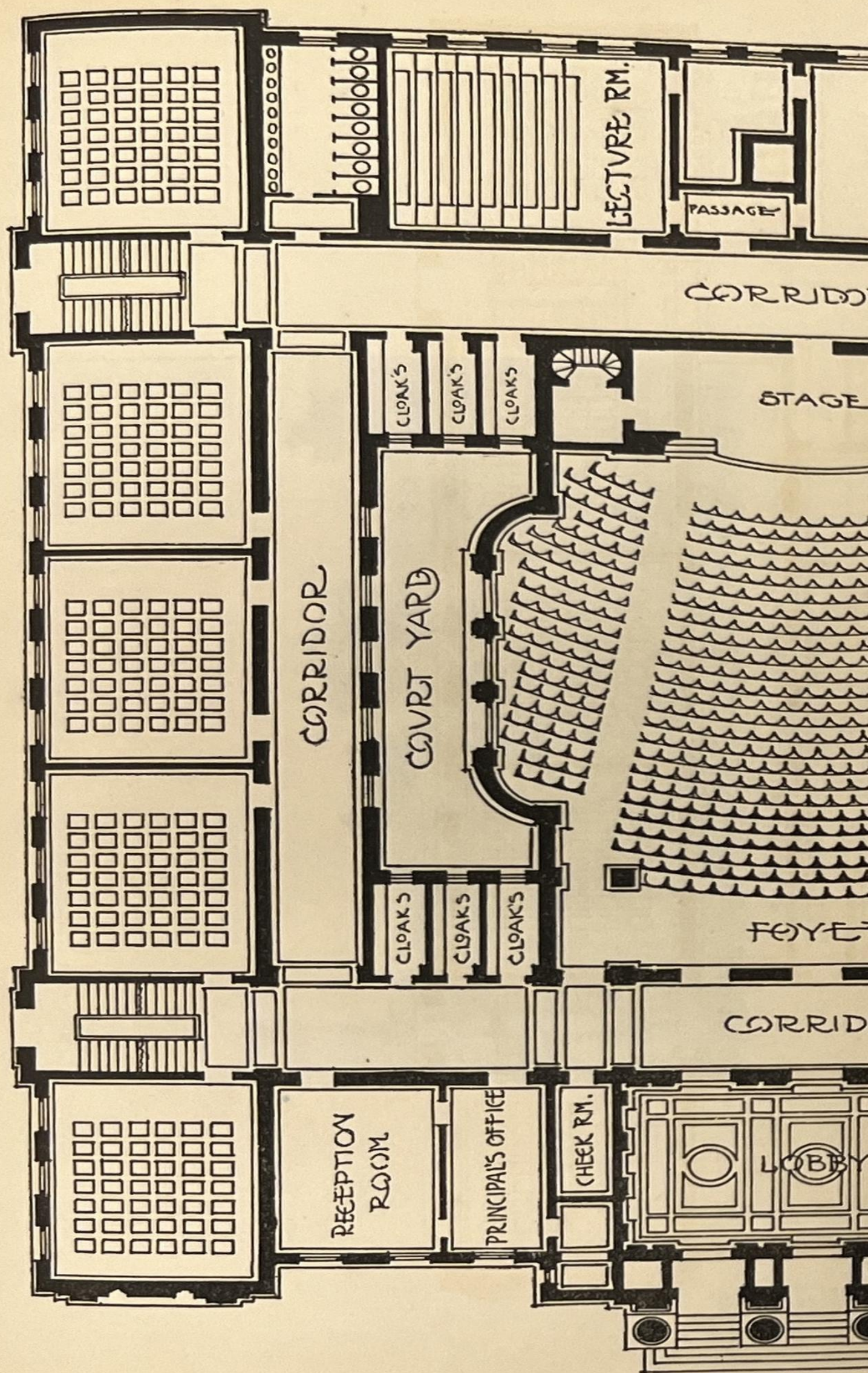


FOR GIRLS, BALTIMORE.

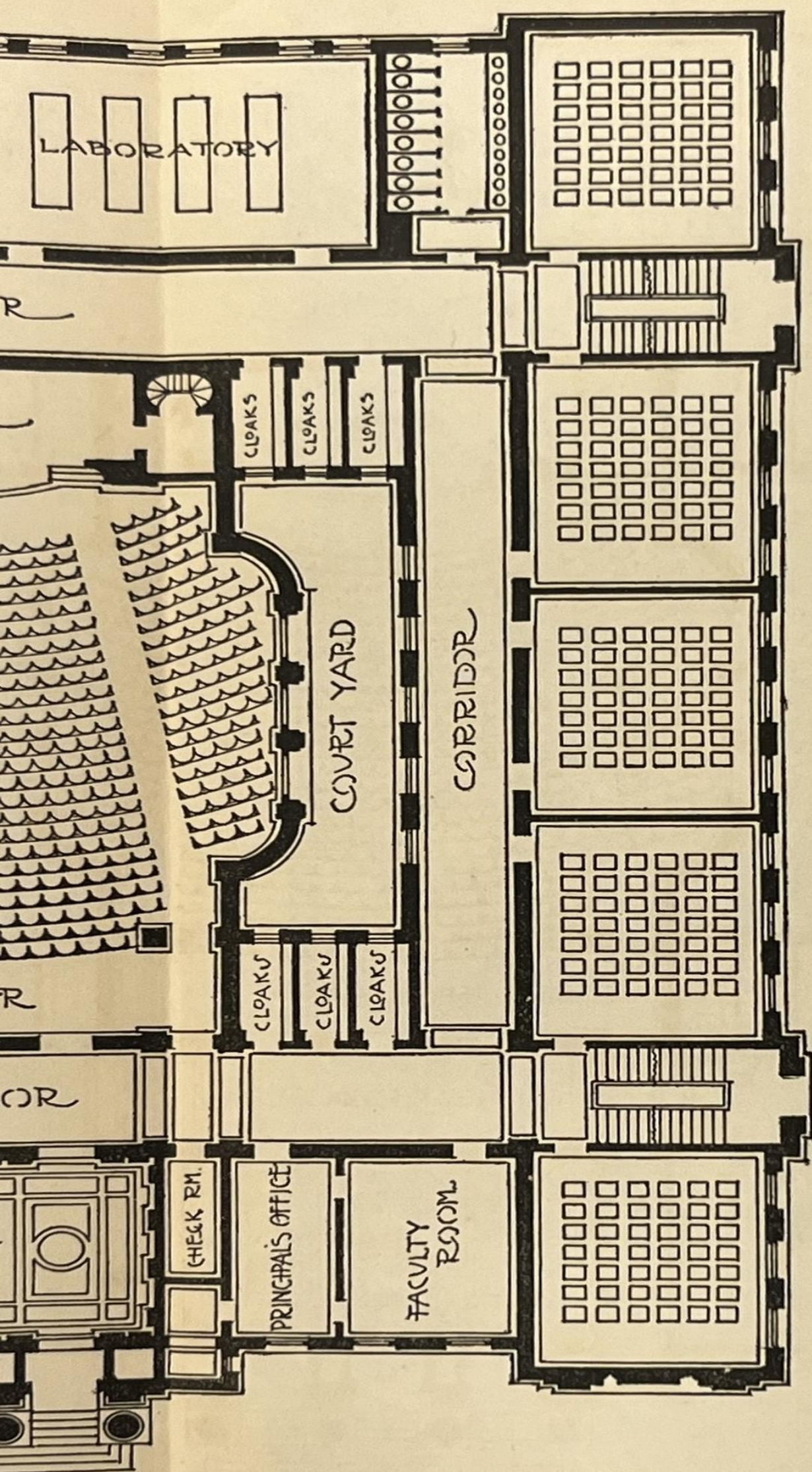


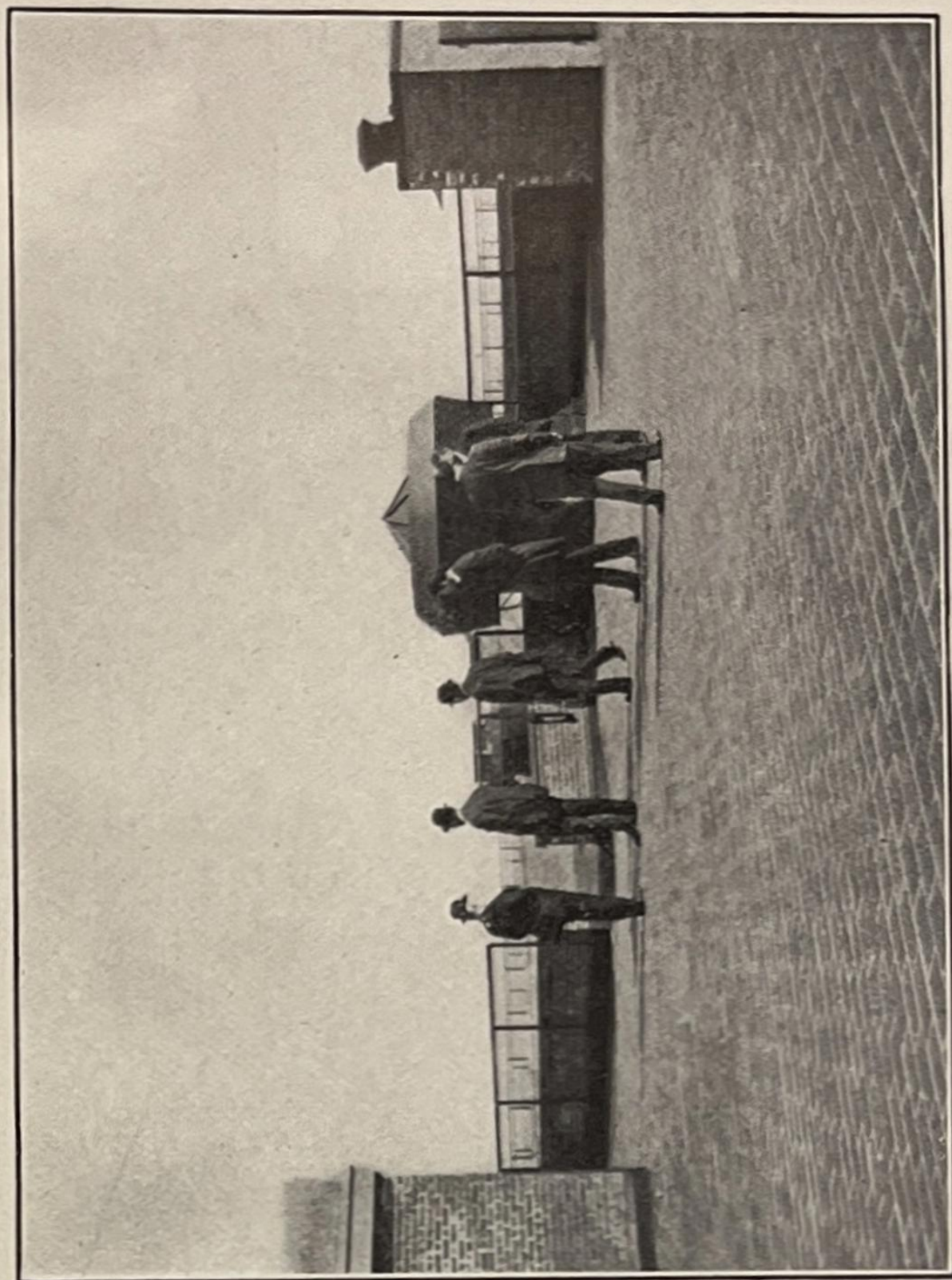
EASTERN HIGH SCHOOL FOR
(Basement)





EASTERN HIGH SCHOOL FOR
(Floor plan.)





ROOF PLAYGROUND, HIGH SCHOOL, BALTIMORE.
(Members of the Schoolhouse Commission inspecting.)

MINUTES OF SCHOOLHOUSE COMMISSION.

The minutes of the Commission for the purpose of submitting to Congress a plan for the consolidation of public schools in the District of Columbia is hereto appended:

SEPTEMBER 20, 1906.

Members of the Commission: The superintendent of schools, Dr. William E. Chancellor; the Engineer Commissioner, Maj. John Biddle; and the Supervising Architect of the Treasury, Mr. James Knox Taylor.

The Commission held its first meeting in the office of the Engineer Commissioner, at the District building, at 9.30 a. m., September 20, 1906; all the members being present. Upon motion of Doctor Chancellor, the Engineer Commissioner was elected chairman of the Commission.

The Commission decided that the first step to be taken was to make an inspection of school buildings and school sites in the District of Columbia.

JOHN BIDDLE, *Chairman.*

NOVEMBER 2, 1906.

All members of the Commission made an inspection this date of the following school buildings: Good Hope, Stanton, Garfield, Congress Heights, Hillsdale, Birney, Birney Annex, Van Buren, Van Buren Annex.

JOHN BIDDLE, *Chairman.*

NOVEMBER 5, 1906.

All members of the Commission made an inspection this date of the following school buildings: Orr, an abandoned school site on Anacostia road, Benning Road School and Annex, Benning School, Burrville School, Kenilworth, Blow.

JOHN BIDDLE, *Chairman.*

NOVEMBER 7, 1906.

All members of the Commission made an inspection this date of the following school buildings: Wheatley, Ivy City, Hamilton, Langdon, Bunker Hill, Brookland, Eckington, Emery, and vacant sites at Langdon and East Brookland.

JOHN BIDDLE, *Chairman.*

NOVEMBER 8, 1906.

All members of the Commission made an inspection this date of the following school buildings: Petworth, Bates Road, Woodburn, Fort Slocum, Takoma, Brightwood, Rock Creek Ford Road, Military Road.

JOHN BIDDLE, *Chairman.*

NOVEMBER 12, 1906.

All members of the Commission made an inspection this date of the following school buildings: Grant Road, Chevy Chase, Fort Reno, Tennallytown, Chain Bridge, Conduit Road, and Reservoir.

JOHN BIDDLE, *Chairman.*

NOVEMBER 15, 1906.

All members of the Commission made an inspection this date of the following school buildings: Bowen, Buchanan, Cranch, Tyler, French, Lenox, Giddings, McCormick, Dent, Brent, Lincoln.

JOHN BIDDLE, *Chairman.*

APRIL 2, 1907.

All members of the Commission, except Mr. Taylor, made an inspection this date of the Randall, Cardoza, Syphax, Ambler, Sayles J. Bowen, and Smallwood school buildings.

JOHN BIDDLE, *Chairman*.

APRIL 3, 1907.

All members of the Commission made an inspection this date of the Bell, Greenleaf, Amidon, Jefferson, Anthony Bowen, Potomac, and Bradley school buildings.

JOHN BIDDLE, *Chairman*.

APRIL 4, 1907.

All members of the Commission made an inspection this date of the following school buildings: Grant, Brooks, Toner, Montgomery, Phillips, Corcoran, Weightman, Stevens, Force, Magruder, Berret, Thompson, Webster.

JOHN BIDDLE, *Chairman*.

APRIL 11, 1907.

Maj. John Biddle and Dr. W. E. Chancellor, members of the Commission, held a meeting this day, and examined the building used as a medical school of Howard University, for the purpose of ascertaining whether it was suitable for use as a school building.

The Commission appointed Mr. J. A. Chamberlain as an assistant to the Commission, and directed that he accompany the Commission from Washington, D. C., to Baltimore, Philadelphia, and New York and return, his actual traveling expenses to be chargeable to the appropriation for the expenses of the Commission, 1908.

JOHN BIDDLE, *Chairman*.

APRIL 12, 1907.

Maj. John Biddle and Dr. W. E. Chancellor, members of the Commission, held a meeting this morning and inspected the following schools: Arthur, Peabody, Hilton, Carberry, Edmonds, Lovejoy, Maury, Webb, Pierce, Patterson, Taylor, Ludlow, Blair, Hayes, and Logan.

JOHN BIDDLE, *Chairman*.

APRIL 19, 1907.

The Commission, accompanied by Mr. J. A. Chamberlain, director of manual training, left Washington on the morning of April 15, spending the afternoon in Baltimore, inspecting the high schools and some of the primary schools. Arrived in New York at night and spent the next day and morning of the following day inspecting the several high schools and primary schools in that city. During the afternoon of April 17 the primary schools in East Orange and in Bloomfield, N. J., were examined. The board returned to Washington Wednesday night, April 17.

JOHN BIDDLE, *Chairman*.

APRIL 24, 1907.

The Commission met, all members present, and inspected the following school buildings: Abbot, Banneker, Seaton, Gales, Jones, Douglas, Simmons, Blake, Langston, Slater, Twining, Cook, Morse, Gage, Mott, Garnet, Patterson, and Phelps.

JOHN BIDDLE, *Chairman*.

MAY 3, 1907.

All members of the Commission inspected schoolhouses in Rochester and Syracuse, N. Y., and Springfield and Brookline, Mass. Two members inspected buildings at Boston, Mass., and Providence, R. I. The Commission left Washington on April 29 and returned on the 3d of May. It was accompanied by Mr. J. A. Chamberlain, director of manual training.

JOHN BIDDLE, *Chairman*.

MAY 6, 1907.

The Commission held a meeting at which were present, Maj. John Biddle, Dr. W. E. Chancellor, Mr. J. K. Taylor, and Capt. Jay J. Morrow. Captain Morrow having been assigned to duty as Engineer Commissioner of the District of Columbia, became ex officio a member of the Commission, vice Major Biddle, the retiring Engineer Commissioner.

By motion Captain Morrow was elected chairman.

The Commission inspected the following school buildings: Berret, Dennison, Garrison, Harrison, Ross, Monroe, Bruce, Hubbard, Johnson, Johnson Annex, Wilson, Morgan, Adams, Miner, and Franklin.

JAY J. MORROW, *Chairman*.

MAY 7, 1907.

The Commission inspected the following schools: Wormley, Threlkeld, Western High, Fillmore, Industrial Home, Jackson, High Street, Addison, Curtis, and Hyde.

JAY J. MORROW, *Chairman*.

MAY 8, 1907.

The Commission inspected the following schools: Eastern High, Towers, Wallach, M Street High, Armstrong Manual Training, McKinley Manual Training, Business High, Polk, Henry, and Central High.

JAY J. MORROW, *Chairman*.

MAY 20, 1907.

Capt. Jay J. Morrow and Dr. W. E. Chancellor of the Commission, accompanied by Mr. Snowden Ashford, inspector of buildings, left the city on May 16 and inspected school buildings in Boston and Newton, Mass., on May 17, and (excepting Mr. Ashford) in New York on May 18.

JAY J. MORROW, *Chairman*.

SEPTEMBER 17, 1907.

Capt. Jay J. Morrow and Dr. W. E. Chancellor, accompanied by Mr. Snowden Ashford, left the city on September 7, inspecting schools in St. Louis on the 9th and 10th, Chicago on the 11th, Muskegon on the 12th, Detroit on the 13th, and Cleveland on the 14th.

JAY J. MORROW, *Chairman*.

SEPTEMBER 19, 1907.

The Commission held a meeting this date in the office of the superintendent of schools, in the Franklin building, to discuss plans and report. The Commission met at 9.15 a. m. and adjourned at 11 o'clock to meet again September 24. Mr. Chamberlain and Mr. Ashford were present.

JAY J. MORROW, *Chairman*.

SEPTEMBER 24, 1907.

The Commission met at the Franklin School at 9.15 a. m., this date, to discuss plans and report, and adjourned to meet at the call of the chairman at 12 o'clock noon. Mr. Chamberlain and Mr. Ashford were present at the meeting.

JAY J. MORROW, *Chairman*.

NOVEMBER 2, 1907.

The Commission met at the Franklin School building at 9.15 a. m. this date to discuss the plans and report of the Commission. Mr. Snowden Ashford, inspector of buildings, and Mr. J. A. Chamberlain, director of manual training, were present. The Commission adjourned at 10.45 to meet at the call of the chairman.

JAY J. MORROW, *Chairman*.

NOVEMBER 14, 1907.

Capt. Jay J. Morrow, while in New York on leave, inspected one completed building and four school buildings in course of construction, in New York City and in Brooklyn.

JAY J. MORROW, *Chairman*.

JANUARY 4, 1908.

Dr. W. E. Chancellor's connection with the public schools terminated by order of the board of education this date, and he having been succeeded by Dr. A. T. Stuart, the latter became ex officio a member of the Commission.

JAY J. MORROW, *Chairman*.

FEBRUARY 17, 1908.

The Commission met at the Franklin School building at 9 a. m. Present: Major Morrow, Dr. A. T. Stuart. It was voted that Doctor Stuart assume a place as member of the Commission, and after an informal discussion a rough draft of the report of the Commission was presented by Major Morrow. The Commission adjourned at 10.15 to meet at the call of the chairman.

JAY J. MORROW, *Chairman*.

FEBRUARY 25, 1908.

The Commission met at the Franklin School building to finally approve and sign the report, upon the completion of which the Commission adjourned sine die.

JAY J. MORROW, *Chairman*.

Before closing this report the Commission desires to place itself on record as appreciating the extreme courtesies of the public school authorities of all of the cities visited, and to make especial mention of the facilities for the preparation of this report placed at its disposal by the following officials, many of whom devoted considerable time in personally accompanying the members of the Commission on inspection, placing at their disposal employees of their respective offices, loaning the Commission plates for its printed report and furnishing photographs for the preparation of plates where no plates had been prepared:

Mr. George I. Aldrich, superintendent of schools, Brookline, Mass.

Mr. R. Clipston Sturgis, architect for the schoolhouse commission, Boston, Mass., and Mr. D. A. Casey, his assistant.

Mr. C. B. J. Snyder, architect for the board of education, New York City and its boroughs, and Mr. Green, assistant architect.

Mr. William B. Ittner, architect for the board of education, St. Louis, Mo.

Mr. D. H. Perkins, architect for the board of education, Chicago, Ill.

Mr. Chas. Orr, director of education, and Mr. F. S. Barnum, architect, board of education, Cleveland, Ohio.

Messrs. Malcomson, Higginbotham and Clements, architects, Detroit, Mich.

Messrs. Rogers and Manson, publishers, The Brickbuilder, Boston, Mass.

Superintendent C. F. Carroll, Rochester, N. Y.

Superintendent W. F. Gordey, Springfield, Mass.

Superintendent H. van Sickle, and Mr. B. B. Owens, supervisor of school buildings, Baltimore, Md.

The Commission also desires to express its appreciation of the careful and painstaking work done for it by Mr. J. A. Chamberlain, supervisor of manual training of the Washington schools, and Mr. Snowden Ashford, inspector of buildings of the District of Columbia.

And especially does the Commission wish to record its appreciation of the work of two former members of the Commission, Lt. Col. John Biddle, Corps of Engineers, U. S. A., former Engineer Commissioner, and Dr. William E. Chancellor, former superintendent of schools, both of whom took a great personal interest in the work of the Commission while members, and both of whom contributed largely to the study which resulted in the conclusions to which the Commission came, and which are recorded in the preceding pages.

JAY J. MORROW,
Major, Corps of Engineers, U. S. Army,
Engineer Commissioner, D. C., Chairman.

JAMES KNOX TAYLOR,
Supervising Architect, U. S. Treasury.

I was not appointed superintendent of schools until the Commission had practically completed its investigations and framed its report. I have read this report with great care and cordially approve many of the important recommendations contained therein, but not having had sufficient opportunity to consider others in all their bearings, I have signed the report as a whole with the understanding that

I do not give unqualified approval of the recommendations enumerated below :

1. The conversion of the Central, Eastern, and M Street high schools into grammar schools.

I am not in favor of the general proposition to reconstruct old high school buildings into quarters for grammar schools. A building designed for the education of the children in the primary and grammar grades should be adapted to its uses in every particular, and no good reason exists for supposing that a secondhand high school building would meet the requirements of a grammar school.

2. The teaching of first-year commercial work of the Business High School in other high schools. This is not in accord with a previous recommendation of the Commission providing for special commercial and technical schools.

3. The proposed powers of the Schoolhouse Commission so far as they supersede the authority of the board of education in the appointment and control of janitors and engineers.

A. T. STUART,
Superintendent, Public Schools.

HOUSE COMMITTEE ON THE DISTRICT OF COLUMBIA.

REPORT

OF

HEARINGS OF JANUARY 8, 1907,

ON

H. R. 22145,

DEFINING THE POSITION OF EMPLOYEES OF THE PUBLIC SCHOOL SYSTEM OF THE DISTRICT OF COLUMBIA, AUTHORIZED BY ACT NO. 254 ENACTED AT THE FIRST SESSION OF THE FIFTY-NINTH CONGRESS, AND AUTHORIZING PAYMENT THEREFOR.

SUBCOMMITTEE ON EDUCATION, LABOR, AND CHARITIES:

MR. MORRELL, ACTING CHAIRMAN.

MR. SLEMP.

MR. GREENE.

MR. POULSON.

MR. MCCLAIN.

Printed for use of the Committee.

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CONTENTS.

Statement of—	Page.
Baird, Admiral George W.....	5, 12, 28
Chancellor, Dr. William E.....	32
Croffut, W. A.....	50
Cooper, Mrs. Anna J.....	23, 28
Clark, James B.....	28
Curtis, Mrs. A. M.....	35
Cobb, James A.....	53
Carothers, Rev. S. L.....	59
Dawson, N. E.....	57
Greene, Hon. William S.....	4
Gitterman, Mrs. J. M.....	58
Hunter, E. H.....	51
Love, John L.....	22
Nalle, Miss Mary.....	22
Oyster, James F.....	8
Swartzell, M. F. F.....	22, 27, 42
H. R. 22145, copy of.....	3
Keene, Joseph R., letters from.....	61

PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA.

Hearing before the subcommittee of the Committee on the District of Columbia of the House of Representatives on the bill H. R. 22145, introduced by Mr. Greene, of Massachusetts, entitled "A bill defining the position of employees of the public school system of the District of Columbia, authorized by act No. 254, enacted at the first session of the Fifty-ninth Congress, and authorizing payment therefor."

ROOM OF COMMITTEE ON DISTRICT OF COLUMBIA,
HOUSE OF REPRESENTATIVES,
Tuesday, January 8, 1907.

The subcommittee met at 10.10 o'clock a. m.

Present, Mr. Greene.

(NOTE.—Mr. Morrell, the chairman of the subcommittee, entered shortly afterwards.)

MR. GREENE. This hearing is on the bill which I offered in the House of Representatives December 12 (H. R. 22145). It is a bill defining the position of the employees of the public school system of the District of Columbia, authorized by act No. 254, enacted at the first session of the Fifty-ninth Congress, and authorizing payment therefor.

The bill is as follows:

[H. R. 22145, Fifty-ninth Congress, second session.]

A BILL Defining the position of employees of the public school system of the District of Columbia, authorized by act numbered two hundred and fifty-four, enacted at the first session of the Fifty-ninth Congress, and authorizing payment therefor.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons in the service or employ of the public school system of the District of Columbia on or before the date of the passage or approval of public act numbered two hundred and fifty-four, entitled "An act to fix and regulate the salaries of teachers, school officers, and other employees of the board of education of the District of Columbia," are continued in office, and the Comptroller of the Treasury is hereby directed to pay them such salaries as they would have been entitled to had they not been unlawfully removed, demoted, dismissed, and in other ways dismissed for the alleged good of the service.

SEC. 2. That after the approval of this act no person in the employ of the public school system shall be in any way disciplined except after notice of at least five days, which notice shall be in writing and that at the expiration of said time the person charged shall be entitled to a public trial or investigation in the manner and form set forth in section ten of public act numbered two hundred and fifty-four, entitled "An act to fix and regulate the salaries of teachers, school officers, and other employees of the board of education of the District of Columbia."

SEC. 3. That no person in the employ of the said board of education shall hereafter for any reason whatsoever be deprived of the right to trial or investigation in such manner and form as prescribed in the foregoing section before dismissal: *Provided*, That the accused may, as his or her personal privilege, waive a public trial or investigation, which waiver shall be in writing and shall be entered of record in the minutes of said board of education.

SEC. 4. That any alteration, mutilation, defacement, extension, or amplification of a record, memorandum, notice, book, paper, writing, which the board of education of the District of Columbia is required to keep, either by statute or by its own rules, or by custom, is hereby declared a felony, punishable by a fine of not less than two hundred dollars and not more than two thousand dollars or imprisonment at hard labor for not less than six months and not longer than three years, or both, at the discretion of the court.

Mr. GREENE. I presume all those present this morning are familiar with this bill. I should like to ascertain—something I have been unable to discover since the bill was introduced into the House—what objections there are to the bill under consideration, and the committee would be glad to ascertain what any opponent of the bill may have to say about it. I do not know of anybody in the District who has made any criticism or has presented any objections to this bill. The only criticism that has been brought to my attention is that the second section is not quite as definite as it ought to be. If that is a proper objection, we will try to make it definite before the bill is reported back to the House. I think everything else about it is perfectly definite, and now, not having been able to discover myself or through anybody else any definite opposition to the bill, the committee would like to know if there is anyone present opposed to it; and if so, they would like to know who he is, or who they are, and what time he or they would like to have allowed to appear in opposition to the bill.

Admiral BAIRD. I am the president of the board of education.

Mr. GREENE. Are you here in opposition to the bill?

Admiral BAIRD. I am not here in opposition to it, sir; I am here to advise about the bill and to ask Congress to ease the yoke and lighten the burden of the board of education so as to make it possible for us to execute the law and carry on the schools here in the interest of the pupils.

Mr. GREENE. Let me make a little explanation. In offering this bill there was no other purpose in my mind except to provide that any persons who had been wrongfully dealt with should have their rights restored. It was immaterial to me who those persons might be; my idea was if anyone had been unlawfully deprived of any right that he was properly entitled to under law No. 254, those rights should be restored. This law was considered with great care by the House in committee, by the Senate in committee, and by both branches on the floor of the Senate and the House, and afterwards in conference on the bill.

There was no dispute in the conference committee as to the intent or the purpose of the bill. Having ascertained by information which came to my knowledge while I was at home during the recess of Congress that some measures had been taken which appeared to me and also to a great many others—even to a judge of the supreme court of the District of Columbia—to be not in accordance with the intent of law No. 254, it seemed to me that there was a demand for this bill, No. 22145. In this bill I have endeavored to define the law clearly, so that there would be no occasion for argument or misunderstanding hereafter as to what was intended. That is the history of the framing of this bill. It is not especially to take care of the colored teachers; it is to take care of every teacher in the schools, every one; because if one could be treated as it seems a number have been treated, then such treatment might be given any

or all teachers—that is, if the teachers who have been dismissed or removed could be treated in the manner they have been, every other teacher under the public school system might be subject to the same treatment.

The bill was not drawn with any spirit of antagonism toward the public schools of the District of Columbia. I want to make that clear, because for myself I have had a wide experience in public affairs, and not having had the privilege of a liberal education myself, having left school when young, and having gone out into the world and touched elbows with the world, I had to gather my education from people who knew more than I did, and thus I endeavored to ascertain how I should proceed in public and private life, and I have felt the handicap that comes to any man that is deprived of an education, and I have especially made it my rule in all my public affairs, at my home and here, to see that those who guided the scholars, who taught the scholars, who endeavor to build them up in their future career, should have the full protection of the law, and law No. 254 was intended to give them full protection.

This bill was created, not in the interest of those who have been removed alone, but in the interest of every teacher—every employee under the school system of the District of Columbia; therefore I again ask how many and who are here in opposition to this bill. It seems the chairman of the board of education does not appear here in opposition to the bill, but he appears here to improve the bill, as I understand it. Is that right?

Admiral BAIRD. That is right, sir.

Mr. GREENE. Not in opposition to the bill. So we do not know where we will have to draw the line of demarcation in the debate that will come out of it or the information that will be obtained. If there is no one here in opposition to the bill, then the thing we shall consider will be the bill itself and what shall be done to put it into effect and what shall be done to perfect it if it has any imperfections. If there is no opposition to the bill, it is then simply a question of perfecting the bill, and we will listen to whatever may serve to improve or perfect the bill.

After waiting for opponents to respond, Mr. Greene said: "As there is apparently no one here in opposition to the bill we will listen to the chairman of the board."

**STATEMENT OF ADMIRAL GEORGE WASHINGTON BAIRD, U. S. N.,
RETIRED, CHAIRMAN OF THE BOARD OF EDUCATION.**

Admiral BAIRD. It is my belief that a prompt and vigorous execution of the law is essential to good government. In this bill you have provided that after the approval of this act no person in the employ of the public school system shall be in any way disciplined except after a notice of five days. Now, it is difficult for me to combat that without giving some examples. For example, it was reported to me that a janitor in one of the colored schools, one day, under the influence of liquor—which was his habit—invaded the water-closet of the colored girls, some of which girls were as old as 17 years. I beg pardon of the ladies present for referring to this, but that is the only way to bring out what I want to—state the facts plainly—invaded their water-closet, where there are little stalls, and ordered

them around and made them move, and all that kind of thing. Now, there ought to be some means to suspend that man from duty. But there is none under existing law. If I had been there, I should have kicked that man out and taken the consequences.

Mr. GREENE. And you probably would have been justified.

Admiral BAIRD. Not under the law.

Mr. GREENE. But there is sometimes a law higher than statute law.

Admiral BAIRD. I am glad to hear you say that. We ask that you permit us to promptly execute the law instead of tying our hands for five days. We also ask you to permit us to attend to the duties of education without resolving ourselves more than half the time into a court. For example, a case came up a short time ago, which I have been trying to suppress and keep out of the newspapers, where there were three very estimable women involved. The case is one in which a colored woman complains that a colored school teacher has alienated the affections of her husband, and she wants that man dismissed. I asked Mr. Chancellor to investigate and try to keep this case out of the newspapers. I wrote to the girl and I got a rather impertinent reply, and when I wrote the second time I was confronted by a colored lawyer, a man who I understand is not a reputable man.

Now, the board of education would be very much to blame—it would be shameful, I might say, to oblige us to go into a public trial in a case of that kind and be confronted with a disreputable lawyer. We ask protection against that. There is a provision in the law approved June 20, 1906, which obliges us to have all our committee meetings, excepting the committee meetings referring to the appointment of teachers, held in public. I am very much in favor of public meetings of the board of education; I am very much in favor of every person having the privilege of confronting his accusers—that is, in trials—but I do not like to make those trials too public. There is nothing so interesting to the public generally as a contest, no matter whether it is a contest on the floor of the Senate or whether it is a contest between pugilists or dogs. We do not like to pose in big headlines as always scrapping. It may be made to appear that there is some contest between the board of education on the school question. Now, there is not. My own impression is that the present school teachers are the finest body of women that one could find anywhere. I believe that from having come in contact with them. I am charmed with them, not only with the white teachers; and the only colored people that have given any trouble at all are the disgruntled ones, some of whom I see here to-day. But I want to protect the others, and I also want to protect the scholars, 60,000 of them.

A great deal of fault has been found with the board of education by the newspapers. The reporters who come to the meetings do not take stenographic notes, as they should, but they go away and talk from memory. There are no two that get it alike, and we are made to appear in a very bad light.

Mr. GREENE. Let me ask you a question right there. Is that something that comes only to the school board? Does not that apply to everything in the United States, not only in Washington, but everywhere else?

Admiral BAIRD. No, sir; there is no other body that is obliged to hold entirely open meetings.

Mr. GREENE. I ask you if it is not a fact that everything that is of a public nature, whether it is in the District of Columbia or anywhere else in the United States, is something the newspapers are interested in, and whether it is not the custom for the newspapers to endeavor to furnish the community with the information that should be brought out, for the enlightenment of the public, not only in this matter you refer to but in everything?

Admiral BAIRD. In other States it is not so.

Mr. GREENE. Why, certainly; in my own State the school board is open. The point I ask you is this: I ask you if it is especially the fact that only in the city of Washington the newspapers are interested in getting the news?

Admiral BAIRD. It is the business of newspapers to get the news.

Mr. GREENE. How does an official stand in the city of Washington who says, when the newspaper reporter comes to him, "I have got nothing for you?"

Admiral BAIRD. That is dead easy; the newspaper man can make something up.

Mr. GREENE. No; the point I want to make is this: Suppose I should have said throughout my public career, whenever a newspaper man came near me—I should have said to him, "Go away, I will have nothing to do with you?"

Admiral BAIRD. No, I do not talk that way.

Mr. GREENE. That is your position?

Admiral BAIRD. Oh, no; I talk very freely to newspaper men.

Mr. GREENE. But you are objecting to have that course pursued.

Admiral BAIRD. No; I think I said distinctly that I was very much in favor of open meetings of the board of education, and you permit us to have the committee on the appointment of teachers private; and why not say the appointment and demotion and transfer of teachers, and so forth?

Mr. GREENE. If I was to give you an answer——

Admiral BAIRD. I would be glad to have you answer.

Mr. GREENE. In the light of what has been done I should not like to grant it, because the demotion would be demoralization; because there would be such an utter upheaval, if there was nothing to prevent, that, so far as I am concerned as one member of this committee and one Member of the House of Representatives, I should not be willing to grant it, and I think neither the House nor the Senate would justify that proposition.

Admiral BAIRD. Then will you be willing to grant some modification in this five days that you require before administering any discipline?

Mr. GREENE. I am ready to have suggestions. If anyone has any definite suggestion to make, proposing any change, I will be glad to hear it. At the beginning of my remarks I stated that it has been suggested possibly the one element of weakness in the proposed bill is this second section. That is the only section I have heard any criticism of. If that section is wrong, in the opinion of the board of education, I will be glad to have suggestions as to changes.

Admiral BAIRD. I do not know that I have any other suggestions to make. There may be some of the other members of the board that may see something is wrong in the bill. There are only two of the members here, Mr. Oyster and myself.

Mr. GREENE. The bill is public property; it has been read, I think, perhaps, as freely as any bill that has been printed. I am told at the document room that it has been called for freely, and it has probably been read by a large number of people. Now, out of all the people that have read it I think there should have been some parties interested enough to suggest wherein it is improper, if it is improper, and no one has said anything in opposition to it until you to-day have said that you object to that section. If you will tell us wherein you object to it——

Admiral BAIRD. That is about all the objection I could find to your bill, Mr. Greene; but generally it has a very good purpose. I only want to point out the little errors and give you an opportunity to change them, if you will.

You will remember that the board of education is serving gratuitously, without hope of reward or favor; we have no ax to grind; I don't know of anybody on the board that has; and so our motives can not be very well impugned.

Mr. GREENE. I have never impugned your motives; the only thing I have thought about it was that it seemed either there was a direct misunderstanding or misinterpretation or an attempt to get around the law, and that caused me to desire to make it plain so that no one could get around it.

STATEMENT OF MR. JAMES F. OYSTER.

Mr. OYSTER. With your permission, and the permission of the president of the board, I would like to ask you, if it is proper, what prompted this bill?

Mr. GREENE. I offered that bill, as I have a right to do, and every other Member has a right to do. I am not subject to be cross-examined by you. I tell you plainly it is none of your business or anybody else's business.

Mr. OYSTER. I thank you very much as far as my business is concerned; I guess I know that as well as you do. In the first place, I thought the board of education would be entitled to know what prompted this bill.

Mr. GREENE. No, sir. When I opened this hearing I asked if there was anybody here opposed to this bill. There was no one appeared here, except the chairman of the board of education, and I asked him in what particulars he opposed this bill, and I explained why I had offered it. I offered it in the interest of all the teachers of all the schools in the city of Washington, not alone in the interest of the teachers who have been dismissed, but all those who are now in the service, where they are liable to the same treatment as these teachers have received who have been dismissed, and then I asked if there was anyone here opposed to the bill and no one appeared. Now, if you appear in opposition to the bill, I will give you a chance to say so plainly, but you have no right to question my right as a Member of Congress to put a bill into Congress, a bill of any kind; you have no right to ask me who asked me to put the bill in or whether anybody asked me, or whether I created it myself. That, I say, sir, is none of your business.

Mr. OYSTER. You are emphatic. It is true——

Mr. GREENE. If you have any opposition to the bill——

Mr. OYSTER. Pardon me; you evidently misunderstood me. I thought probably I could make answer to your reasons——

Mr. GREENE. You can not come here and cross-question me; I am here to cross-examine you or anyone else. Who comes here in opposition to the bill? If you come in opposition to the bill——

Mr. OYSTER. I do not care anything about your bill so far as that is concerned.

Mr. GREENE. Then you are not permitted to talk.

Mr. OYSTER. I only wanted to ask you——

Mr. GREENE. You did not assume your chair in any such way as that.

Mr. OYSTER. I want to explain the position of the board of education. So far as I am concerned, that is my position, and if I am not entitled to that——

Mr. GREENE. You are entitled, sir, provided you will be brief. I don't want all the time taken up by one side of the question.

Mr. OYSTER. You ask for five days' notice to all teachers, officers, and employees of the board of education who are to be disciplined; you ask us to go to trial, but you do not provide anything for a trial. How can we summon witnesses to a trial without any authority for doing so?

Mr. GREENE. I am ready to hear any suggestions to strengthen this bill.

Mr. OYSTER. We can not go to trial if we haven't the power to get witnesses, and I can explain that to you by a recent case. When the board of education was organized under the law, one of the first questions asked was whether the teachers were to remain in office or whether they were to be reappointed.

Mr. GREENE. Did you arrive at a decision on that?

Mr. OYSTER. We could not arrive at any, because it was a legal question and we had no legal authority.

Mr. GREENE. What did you do?

Mr. OYSTER. We applied to the Commissioners of the District of Columbia.

Mr. GREENE. When you first organized——

Mr. OYSTER. At the second meeting.

Mr. GREENE. What did you do?

Mr. OYSTER. I asked the question myself if these teachers were to be continued or to be reappointed. If they were to be continued in office I would be only too glad to make the motion. The question was raised there as to the legal side of it. We applied to the District Commissioners for advice. They gave us to understand that we were no child of theirs, and they had no advice to give us, and I think the second time we asked for it and were refused. We went to the court here for advice. They said for legal reasons they could not give us any advice. If I am not clear in my statement, the president of the board is here to correct me. We applied to the Attorney-General and he said he had no authority unless the President would give it to him. We wrote to the President of the United States and he directed the Attorney-General to select some one. It was at least six weeks before we got started. There was a difference of opinion then among our counsel and the Comptroller of the Treasury as to the appointment of these people. Our superintendent, after some delay in getting an opinion—and we had considerable delay owing to local opposition—in

his fairness demanded of the school authorities to give him a record of all teachers who were good or better.

Mr. GREENE. Where did you say you applied?

Mr. OYSTER. To the school officers, who had the records. They gave him a list and he immediately appointed them all—I think some 1,400. Then he asked for a list of those who were fair and poor. Those who were poor he asked personal interviews of, and most of them, with a few exceptions, were appointed. Now, without detaining you, I want to say to you that there were three on that whole list of 1,700 or 1,800 teachers that were not recommended for reappointment.

Mr. GREENE. Three?

Mr. OYSTER. Yes, sir. Take the case of one of the colored teachers, Mrs. Cooper. She is a very excellent lady, a highly educated woman, who had been managing or trying to manage a school for three years. It was failure in her executive management.

Mr. GREENE. That was your idea?

Mr. OYSTER. That was the opinion of everybody who looked into the case, and that is according to the records.

Mr. GREENE. What did you do about that?

Mr. OYSTER. We offered her another position.

Mr. GREENE. When?

Mr. OYSTER. Before there was any action taken; I don't recollect the dates.

Mr. GREENE. Can you show any act of your board—have you any record of any act of your board—offering Mrs. Cooper a position?

Mr. OYSTER. Nothing except the superintendent's word in the presence of the board.

Mr. GREENE. Have you any record of your board or any article in writing or anything of that kind where Mrs. Cooper was offered a position?

Mr. OYSTER. No; except my offer to her through the superintendent.

Mr. GREENE. You offered it?

Mr. OYSTER. Through the superintendent. The superintendent offered it and told me he had done so, and I assured Mrs. Cooper that if she would take it, which she refused to do, I was satisfied the superintendent would make the recommendation.

Mr. GREENE. When was that?

Mr. OYSTER. That was prior to the meeting when she was removed or dismissed—prior to the meeting twenty minutes.

Mr. GREENE. How much of a place was that?

Mr. OYSTER. According to the reports of the superintendent it was a \$1,900 place, which was \$100 more than she had been getting. I urged her to take the place.

Mr. GREENE. Did you see her after this offer had been made?

Mr. OYSTER. Yes, sir—after the superintendent had made the offer?

Mr. GREENE. Yes.

Mr. OYSTER. Yes; and I saw her twenty minutes before the meeting and urged her to take it. She came into my office—she telephoned me first, and I said "You will have to be in a hurry, because I have but a short time to get to the meeting." She came down there and I appealed to her to take the place.

Mr. GREENE. Why was she offered a place at a greater salary, if she had not any ability?

Mr. OYSTER. I did not say she did not have any ability. I said she had no executive ability. She had the ability to be a teacher, but she was not capable of managing the schools. Taking Mr. Love's case——

Mr. GREENE. Wait a minute. We haven't gotten through with Mrs. Cooper's case yet. We want to understand what this case of Mrs. Cooper is. How was the information conveyed to the superintendent in regard to Mrs. Cooper?

Mr. OYSTER. By whom?

Mr. GREENE. Anybody. Who conveyed the information in regard to Mrs. Cooper?

Mr. OYSTER. The superintendent assured us—there was a question——

Mr. GREENE. This has nothing to do with that. I want to ask you a question and I want you to answer just what I ask you. How did the superintendent obtain his information in regard to Mrs. Cooper? If you don't know, say so, and I will find out from the superintendent.

Mr. OYSTER. Let me understand the question.

Mr. GREENE. How did the superintendent obtain his information about Mrs. Cooper?

Mr. OYSTER. About her management?

Mr. GREENE. Yes; where did the superintendent find out——

Mr. OYSTER. You had better ask him; I don't know. I only know from my own talk with her.

Mr. GREENE. Did you find her inefficient in your talk with her?

Mr. OYSTER. I found that she was absolutely incapable of conducting——

Mr. GREENE. How did you find it out?

Mr. OYSTER. From her own statements to me and my opinion as to the value of——

Mr. GREENE. You thought she was inefficient?

Mr. OYSTER. Not inefficient as a teacher.

Mr. GREENE. Whatever it might be.

Mr. OYSTER. Executive ability to manage those schools.

Mr. GREENE. And then what became of Mrs. Cooper?

Mr. OYSTER. When she refused to take the place?

Mr. GREENE. Yes.

Mr. OYSTER. She was dismissed or removed.

Mr. GREENE. For what reason?

Mr. OYSTER. Because she would not take the position offered her.

Mr. GREENE. Do you mean to say, sir, to me that you would remove a teacher from the schools because she would not accept the position you offered her? That you would disconnect her with the service for that reason?

Mr. OYSTER. I will say this: We were working then under advice of our legal counsel.

Mr. GREENE. This has nothing to do with legal counsel. You told me you managed this affair——

Mr. OYSTER. I am answering you now.

Mr. GREENE. You managed this affair; you went out to do missionary work.

Mr. OYSTER. I say that is not so; I didn't go out anywhere. I am a member of the board of education.

Mr. GREENE. And you undertake to bulldoze the committee——

Mr. OYSTER. No, I beg your pardon——

Mr. GREENE. I want to find out about this. I ask you the question.

Mr. OYSTER. What is it?

(The stenographer read the question as follows:)

Do you mean to say, sir, to me that you would remove a teacher from the schools because she would not accept the position you offered her? That you would disconnect her with the service for that reason?

Mr. OYSTER. In the first place, I had no authority to remove her.

Mr. GREENE. You state that that is the reason——

Mr. OYSTER. That is my answer.

Mr. GREENE. Where do you get your authority to make that statement, that she was removed from the service?

Mr. OYSTER. That was the action of the board.

Mr. GREENE. You didn't say so.

Mr. OYSTER. I say so now.

Mr. GREENE. The action of the board?

Mr. OYSTER. Yes, sir.

Mr. GREENE. In removing her? And the reason was——

Mr. OYSTER. Under the advice of our legal counsel.

Mr. GREENE. In your mind, and the reason why the board acted that way was because Mrs. Cooper would not take a place to which you assigned her?

Mr. OYSTER. You had better ask the superintendent that.

Mr. GREENE. You said that you knew that.

Mr. OYSTER. I have some confidence in some people; I rely upon some people.

Admiral BAIRD. May I interrupt you for one word?

Mr. OYSTER. Yes.

Admiral BAIRD. I will say that Mr. Oyster speaks for himself individually. I think I know the temper of the board. We all hold Mrs. Cooper in very high esteem, but we thought the efficiency of the school had been very much impaired by her inefficiency as principal. We felt it our duty, and do yet feel it our duty, to obtain the best talent the city affords, or the country affords for that matter, for the schools, and holding Mrs. Cooper in high esteem we did not want to dismiss her at all, but we wanted to promote the efficiency of the schools by putting in a better person, and then we tried to take care of Mrs. Cooper by giving her another position, and Mrs. Cooper scorned to accept it. She really separated herself from the school.

Mr. GREENE. You think so?

Admiral BAIRD. That is the way I regarded it at the time. She did not want the place we offered her, and we had nothing else to do but permit somebody else to take her place.

Mr. GREENE. Was she connected with the schools at the time that this was proposed to her?

Admiral BAIRD. Yes, sir.

Mr. GREENE. She was connected under this law with the schools?

Admiral BAIRD. Yes, sir.

Mr. GREENE. What date was that?

Admiral BAIRD. Her appointment, you mean?

Mr. GREENE. No; what date was this appointment offered her?

Admiral BAIRD. I can not tell you the date.

Mr. GREENE. About what time was that?

Admiral BAIRD. It was done verbally.

Mr. GREENE. Can you not tell within a day or two?

Admiral BAIRD. It was July or August or September.

Mr. GREENE. And she was then connected with the public school?

Mr. OYSTER. Well, we don't know; there is a difference of opinion there.

Mr. GREENE. Wait a minute. This gentleman says she was connected with the public schools of the District of Columbia at that time.

Mr. OYSTER. And had been for years.

Mr. GREENE. She was?

Mr. OYSTER. Yes; she was.

Mr. GREENE. Now go on, Mr. Oyster, and state what you would like to state.

Mr. OYSTER. Have you got through with Mrs. Cooper?

Mr. GREENE. No; I am going to give her a chance to say something if you are through with what you have to say.

Mr. OYSTER. I want to give you my reason, as a member of the board——

Mr. GREENE. For what?

Mr. OYSTER. For why Mrs. Cooper was dismissed.

Mr. GREENE. You have said it was because she would not take this place.

Mr. OYSTER. Yes; that is my opinion

Mr. GREENE. That is your opinion. Do you, on your oath as a member of the board of education, in view of law 254, by which you are governed, as we all are—do you mean to say you can disconnect anybody with the service by simply saying that because they don't do what you want them to do they will be disconnected? Did you give her a trial? Did you make any charges against her?

Mr. OYSTER. I will answer that there is a difference of opinion——

Mr. GREENE. Never mind about any difference of opinion. The supreme court of the District of Columbia has not made it very indistinct and the law is not very indistinct. The question I asked you, sir, is this: Do you mean to say, as a member of this board of education, that you have the right—that you can say to a teacher, "Here, I will give you a better place than you have got now, or I will give you a poorer one, and you can take that or you will leave the service?" Do you mean to say you can do that, when, as has been acknowledged here, that teacher is already connected with the service, has never been removed from the service? I think we can produce facts that she did service for the District of Columbia during the months of July and August, under the direction of the superintendent of the schools and the assistant superintendent of the schools, and if she did she was in the service subject to orders, and if she was already subject to orders, please tell me——

Mr. OYSTER. Whom did she get her orders from?

Mr. GREENE. That we will divulge; you are going too fast; we will divulge that in time.

Mr. OYSTER. We had no superintendent to give her orders.

Mr. GREENE. It does not make any difference; you had a board of education.

Mr. OYSTER. We had no decision on the legal side of it.

Mr. GREENE. I can not help that. I am not a lawyer myself; I am like you—I am a plain, blunt, business man; I am not a lawyer. I simply want to get at these facts. Somebody had to do with these schools after this law passed. Can you tell me when this board was organized?

Mr. OYSTER. I think it was organized on the 5th of July.

Admiral BAIRD. Early in July.

Mr. OYSTER. I think it was about the 5th of July.

Mr. GREENE. How were the educational interests of the District of Columbia attended to after the passage of this law?

Mr. OYSTER. It was in a beautiful condition when we took hold of it.

Mr. GREENE. What was the matter with it?

Mr. OYSTER. You gentlemen thought so——

Mr. GREENE. We put this law in——

Mr. OYSTER. You gentlemen evidently thought so by changing the appointing power as well as changing the whole school board.

Mr. GREENE. We tried to make a law that would take care of the schools of the District of Columbia and take care of the teachers of the District of Columbia.

Mr. OYSTER. And you expected the school board to manage the schools of the District of Columbia, and the teachers were to do as they pleased under the law.

Mr. GREENE. Have I said that?

Mr. OYSTER. I think so.

Mr. GREENE. Have I intimated anything of that kind?

Mr. OYSTER. I think so.

Mr. GREENE. The law is plain.

Mr. OYSTER. We do not think so. There is a difference of opinion among the lawyers about that.

Mr. GREENE. As a man of long experience, let me ask you if there could be any business done by lawyers if all lawyers agreed? I can take a case to the best lawyer in the United States that I can find and state it to him, and he will tell me that I have a good case; and then my opponent can go to the best lawyer he can find, and his lawyer will tell him that he has a good case; and the courts settle it.

Mr. OYSTER. That is right. We did not get that settled; we had a difference of opinion on the legal side of it, and we had no way to act except on our own judgment. As you say, the lawyers differ, and they differed in this case; the Comptroller of the Treasury differed from others——

Mr. GREENE. And yet you have stated that Mrs. Cooper was connected with the service?

Mr. OYSTER. I did not say so.

Mr. GREENE. The chairman of the board said so, and you stated that you proceeded to disconnect her, because she would not do just as you wanted her to do; that is to say, she would not accept just such a place as you saw fit to give her.

Mr. OYSTER. Well, what did you put us here for, if you did not expect us to improve the school system; did you expect us to run the schools without any authority——

Mr. GREENE. We expect you to improve them, but we don't believe this law provides that you shall indiscriminately dispose of teachers without a trial.

Mr. OYSTER. I do not understand the law as saying that we shall have a trial. We have had no legal advice on that until now, when the court has decided that we shall give them a trial.

Mr. GREENE. Have you offered Mrs. Cooper any trial since then?

Mr. OYSTER. No, sir.

Admiral BAIRD. Of course not, after she was dismissed.

Mr. GREENE. Please do not interfere. She was connected with the service, as far as I know, and, as the chairman of the board has admitted, she was a teacher in the service of the District of Columbia, and she was called up and told there was a better place for her and he had better take it, or, if not, something would happen to her.

Mr. OYSTER. I think not; no; no threats were made.

Admiral BAIRD. No threats were made and no bargains were driven.

Mr. GREENE. Very well. I have asked for the evidence that she had this place offered to her, and you say it is all talk.

Mr. OYSTER. You seem to want to misunderstand me in the matter, that seems to be your disposition——

Mr. GREENE. No; it is not.

Mr. OYSTER. I think it is.

Mr. GREENE. And then you turn around and you vote to disconnect her from the service without trial and without examination, absolutely without charges against her of any kind, and you disconnect her from the service, and now right here, let me ask regarding Mr. Swartzell, what became of him——

Mr. OYSTER. Mr. Swartzell was dropped for the same reason——

Mr. GREENE. What reason?

Mr. OYSTER. Lack of tact and discipline and executive ability. Mr. Swartzell declined to accept his appointment.

Mr. GREENE. What appointment?

Mr. OYSTER. As teacher of Latin.

Mr. GREENE. Then a convenient way to get rid of a teacher, in the opinion of the board, is to offer him some kind of a position, and if he doesn't want to take it you dismiss him?

Mr. OYSTER. Don't answer for us; you can answer for yourselves; we will take care of ourselves.

Mr. GREENE. If you can take care of yourself I will be very glad; you can not run me.

Mr. OYSTER. No; nor you me, either.

Mr. GREENE. If you are through——

Mr. OYSTER. I don't want you to ask me a question and then answer it to suit yourself.

Mr. GREENE. Then you answer the questions; don't you undertake to ask me questions.

Mr. OYSTER. I am not here to be cross-examined——

Mr. GREENE. You are here to be cross-examined.

Mr. OYSTER. I don't know whether I am or not.

Mr. GREENE. You offered yourself, and you are here to be cross-examined.

Mr. OYSTER. Well, I will be glad to answer any questions you want to ask.

Mr. GREENE. I asked you about Mr. Swartzell.

Mr. OYSTER. And I answered you.

Mr. GREENE. What was the reason in that case for dismissing Mr. Swartzell?

Mr. OYSTER. Lack of tact and executive ability on his part.

Mr. GREENE. Is there a record to that effect?

Mr. OYSTER. That was the general——

Mr. GREENE. Is there a record?

Mr. OYSTER. I don't know.

Mr. GREENE. You don't know?

Mr. OYSTER. I don't keep the records.

Mr. GREENE. You ought to know something about it; you ought to know something about the board of which you are a member. You are testifying of your own accord. No one asked you to testify, and if you didn't want to, why, you were not compelled to; you volunteered your testimony.

Mr. OYSTER. You asked if there was anyone that had anything to say, and Admiral Baird was here and made a short statement, and I was the only other member of the board here. You asked if there was any other member of the board who wanted to say anything——

Mr. GREENE. I explained that this bill was under consideration, and what we wanted to find out was what opposition there was, and you haven't raised any opposition to the bill; you have gone off on a wild-goose chase, talking about something else that was not brought up at all——

Mr. OYSTER. I simply answered your questions.

Mr. GREENE. You started by asking me a question. You asked me who was back of this bill.

Mr. OYSTER. I didn't do anything of the kind.

Mr. GREENE. Very well; never mind; we won't spend any more time on it. If you have anything more you want to say, you can be heard.

Mr. OYSTER. I asked you the simple question in the beginning what prompted this bill, and you said you would not answer the question and you undertook to abuse me.

Mr. GREENE. I told you it was none of your business, that is right.

Mr. OYSTER. And I thought I was entitled to that. I will only say to you that if you expect the board of education to give everybody connected with the schools—teachers, officers, and everybody—five days' notice, without providing some way in which we can summon witnesses in case of a trial, it is an absolutely useless task.

Mr. GREENE. I stated at the beginning distinctly—and if you had been here on time you would have heard it—that the only objection I had heard was to section 2 of this bill.

Mr. OYSTER. That is what I am talking about now; I am only telling you how impossible it is for the board to have a trial without any authority to summon witnesses.

Mr. GREENE. I am very glad to have these objections, and I said the bill would be corrected to cover that—to strengthen the bill.

Mr. MORRELL. May I ask the gentleman's name?

Mr. OYSTER. Oyster is my name.

Mr. MORRELL. I, very unfortunately, was late; my train was an hour late and that prevented me getting to this meeting at the beginning of the hearing. I would like to ask in regard to section 2——

Mr. GREENE. The only objection so far made to the bill is in regard to section 2. We have asked for objections and nobody has objected to the bill at all, except to section 2. I have allowed this gentleman a great deal of liberty——

Mr. MORRELL. I understand that Mr. Oyster has been a member of the board of education for a number of years—or are you a new member of the board?

Mr. OYSTER. We are all new members.

Mr. MORRELL. Well, you have been active I know in the matter of being interested in the public schools and in affairs of the District generally?

Mr. OYSTER. We have tried to take an interest in them; yes.

Mr. MORRELL. Now the object of the original school bill was, I think, stated by me in an interview some time ago, principally to raise the salaries of teachers according to schedule, which was incorporated in the bill.

Mr. OYSTER. Yes, sir; I appeared before the committee with Mr. Colburn.

Mr. MORRELL. And it was not supposed, in fact, the point was argued on the floor of the House, as to whether the bill was to affect the teachers that were already—to use that term—already in office, and whether it was to give any arbitrary powers to the superintendent of schools in regard to teachers, without a hearing. In fact, every provision of the bill, as I remember the bill (and we drew it very carefully), every section of the bill ended up with “this must be done by the board of education, upon the recommendation of the superintendent.”

Mr. OYSTER. On the recommendation of the superintendent?

Mr. MORRELL. On the recommendation of the superintendent of schools by the school board, and in order to avoid any clashes, it was provided that all hearings should be open, whether they were in regard to any ordinary school matter, or for the dismissal or appointment of teachers. That point was also discussed at a good deal of length. At first it was thought that perhaps in regard to the dismissal of teachers, or rather in regard to points affecting the character of teachers, that it would be better that those meetings should not be public, in case the charges were disproved; but afterwards it was decided that it was better to have all meetings open, and we so decided, and I think Mr. Greene remembers this, and the question was gone into at considerable length on the floor of the House, that all these meetings should be open public meetings. Some friction, so far as we can find out, has arisen by summary action having been taken of the superintendent of schools, and without following out what was evidently the intention of those who framed the bill. The bill which Mr. Greene has framed and introduced is to make sure, doubly sure, by providing in section 2 that a certain notice of at least five days must be given to any employee or teacher—it does not say any teacher here—any employee of the school system, which would of course embrace the teachers of all the different grades and employees.

Mr. OYSTER. And the clerks and janitors?

Mr. MORRELL. And the clerks and janitors. I don't know whether it was Mr. Greene's intention to incorporate them in this general provision or not. Whether they should have a hearing before a sub-

committee of the board as much as any other employee of the school system is of course a matter of policy which perhaps might be argued.

Admiral BAIRD. We don't object to that feature in Mr. Greene's bill. But it says no discipline whatever. Sometimes it is imperative to administer discipline quickly.

Mr. GREENE. He means by suspension.

Admiral BAIRD. Yes, sir.

Mr. MORRELL. I think that perhaps is an objection which is perfectly reasonable, because of course it would be impossible in every case to call a meeting even of a subcommittee of a board to suspend a man for some trifling offense, or perhaps for a serious offense, which did not involve perhaps the question as to whether that man should remain an employee of the school system or whether he should be absolutely dismissed. I think that Mr. Greene's intention was that this provision should only apply to those to whom the question would arise as to whether it would be to the advantage of the school system to retain them or not. I do not think he intended that for every little picayunish offense, or even for a larger offense, that this bill should apply, and, as Mr. Greene has said, he is quite willing to have the bill corrected so that it will make that more clear.

Mr. OYSTER. I don't want to answer until you get through with your statement, Mr. Chairman.

Mr. MORRELL. I will be glad to hear you now.

Mr. OYSTER. There is a difference of opinion among the lawyers. Could you expect us to act without legal advice?

Mr. MORRELL. On what?

Mr. OYSTER. On any questions about which there might be a difference of opinion as to the law——

Mr. MORRELL. This is the law——

Mr. OYSTER. And there is a difference of opinion as to the law.

Mr. MORRELL. Of course we would have to rely on the opinion of the attorneys who represent the District of Columbia for our interpretation.

Mr. OYSTER. Would we not be expected to do that too?

Mr. MORRELL. I should imagine that as you are a body created by the judges of the courts here, that you would also abide by their interpretation, or rather by the interpretation of the District counsel.

Mr. OYSTER. Which we have been perfectly willing to do and have followed the advice of our counsel right through in everything we have done.

Mr. MORRELL. But is your counsel the same gentleman who represents the District of Columbia?

Mr. OYSTER. The assistant United States district attorney assigned to us by the direction of the President of the United States.

Mr. MORRELL. As counsel for the board?

Mr. OYSTER. Yes, sir. You were not here. The Commissioners refused us counsel, the courts refused us counsel, the Attorney-General refused us counsel; and we applied then to the President of the United States, and he in turn directed the Attorney-General to give us advice, and he assigned Mr. McNamara of the United States district attorney's office.

Mr. MORRELL. Then, if Mr. McNamara has given you advice, which was contrary to the ideas of the framers of the bill and contrary to the statements that were made on the floor of the House by those

who introduced the bill, what the intent of the bill was, then I think Mr. Greene's bill is very opportune, if it amends the present law, to carry out what was the intention of those who originally framed the bill.

Mr. OYSTER. What I want to know is, would we not be expected to follow the advice of that counsel?

Mr. MORRELL. Of course, until the bill is passed.

Mr. OYSTER. No; I meant on this bill, 254, the bill we were speaking of.

Mr. MORRELL. Of course, naturally.

Mr. GREENE. Did you have the advice of McNamara when you disconnected these teachers from the schools?

Mr. OYSTER. Yes, sir.

Mr. GREENE. When was that done?

Mr. OYSTER. I have not the dates, but some time in September, I think.

Mr. GREENE. When did the President assign Mr. McNamara to the board?

Mr. OYSTER. I guess in August. I think it was in August or the 1st of September.

Mr. GREENE. Did you ever consider that section 10 of the bill, which reads "When a teacher is on trial or being investigated"——

Mr. OYSTER. When he is on trial?

Mr. GREENE. Yes; and you dismissed the teachers without any trial——

Mr. OYSTER. It depends altogether on the circumstances. I would dismiss people peremptorily for some cases if I were superintendent——

Mr. GREENE. Oh, yes, you would.

Mr. OYSTER. Yes, I would.

Mr. GREENE. If a man steps on your toes you would put him out, but you can not do that here.

Mr. OYSTER. When the law tells us so. I am speaking individually now——what I would do as an individual; and I would make more of them, too.

Mr. MORRELL. Section 10——

Mr. GREENE. That section was presented by Hon. Champ Clark, Member from Missouri.

Mr. OYSTER. The bill says when a teacher is on trial——

Mr. GREENE. But if you are not going to grant them a trial——he has already testified that Mrs. Cooper was offered a better place and that then because she did not take it she was put out, and that Mr. Swartzell, who is present now, was offered a better place and he decided not to take it.

Mr. MORRELL. By whom were they offered these places?

Mr. GREENE. By word of mouth.

Mr. OYSTER. No; you have that wrong; you are apparently willing to tangle me up. I don't think I made that statement.

Mr. GREENE. You were trying to do missionary work in the matter, were you not?

Mr. OYSTER. No, sir; I don't do missionary work. In Mrs. Cooper's case, Mr. Morrell, Mrs. Cooper came to see me a number of times. I talked with her; I rather liked her. She is an educated woman, and my opinion is she ought to be kept in the schools if

possible. Of course I had no authority, but the superintendent had looked into the conditions, and it was on his recommendation that the board would act. Mrs. Cooper had been to see me, and her friends had been to see me, and the opinion of the superintendent was that she ought not to be in charge of the schools, but at the same time she ought to be kept in the service, because she was a capable teacher, but a poor administrator. She had experience for three years in the school and had had some trouble with her people. Her own people did not seem to respect her.

Mr. GREENE. What do you mean by her own people?

Mr. OYSTER. Several came to see me. I didn't see all that came. I was not doing missionary work. They came to me about it.

Mr. GREENE. I understand—vague rumors; but I mean to say how large a proportion of her own people—that is, you are referring to colored people—came to you and urged you in behalf of Mrs. Cooper?

Mr. OYSTER. You mean out of the 30,000?

Mr. GREENE. Yes.

Mr. OYSTER. I don't know; I could not tell you that. I don't take everything everybody says to me. I have to size up who is talking to me and regard his responsibility and respectability, and I give a great deal of weight to the opinion of those I know are responsible and respectable. I don't give much weight to these skyrocket people—

Mr. GREENE. Whom do you mean by these skyrocket people?

Mr. MORRELL. We understand what Mr. Oyster means, as far as that is concerned. You say it was on the recommendation of the legal advice that Mrs. Cooper was dismissed?

Mr. OYSTER. Yes, sir.

Mr. MORRELL. What was this place you refer to?

Mr. OYSTER. The superintendent is here to answer for himself, and I can only repeat what was said to me by him.

Mr. MORRELL. Was there no desire on the part of the board of education to give Mrs. Cooper a hearing?

Mr. OYSTER. Oh, I think she had it from every member of the board she wanted to talk to.

Mr. MORRELL. I mean a public hearing.

Mr. OYSTER. A public hearing; no.

Mr. MORRELL. As to what the charges were?

Mr. GREENE. And that covers others, Mr. Swartzell and others also.

Mr. MORRELL. And if there were reasons brought forward by the superintendent that they should not be made public for her sake and for his sake, it is just as much a question of protection to the superintendent of schools that his reasons should be made public as it is for the protection of the teacher that is removed, because if a teacher is removed without good reasons, which afterwards come to light, then it reflects very seriously upon the superintendent of schools and also upon the board, who has selected a superintendent of schools who would be liable to fall into error.

Mr. OYSTER. I understand. The superintendent is given this power for making his recommendations to the board and the board is simply a balance wheel to keep him straight. Is that the idea?

Mr. MORRELL. Yes; the superintendent was selected by the board and is therefore the board's representative in executive capacity.

Mr. OYSTER. Yes; the superintendent is here to answer and give you his reasons better than I can.

Mr. MORRELL. I am not asking the reasons, but asking this question: These teachers were dismissed summarily. Was there no desire or disposition on the part of the board to give a hearing to these people who had been faithful employees of the school system for so long?

Mr. OYSTER. I think the superintendent can give that.

Admiral BAIRD. The board would not have refused it if they had asked it.

Mr. OYSTER. The superintendent can answer that better than I can. He communicated what he had said or what he had offered to the different members of the board.

Mr. MORRELL. May I ask one thing—

Mr. OYSTER. Ask me anything you want to.

Mr. MORRELL. In reading over this bill—of course if you followed the advice of counsel that is one thing, but don't you think in reading over the provisions of this bill it would strike you it was the desire of the Congress that everyone who was in the employ of the school system should be given the fairest kind of treatment and given opportunities to be heard, and that nothing should be done except it came through channels which would cut it off from any possibility of there being an error of judgment by leaving it to one individual?

Mr. OYSTER. Was it not the intention of the bill to place all that power in the hands of the superintendent?

Mr. MORRELL. The superintendent was of course to be made supreme as far as the actual government of the schools was concerned.

Mr. OYSTER. To whom is the superintendent responsible?

Mr. MORRELL. To the board of education; I think that is very clearly brought out in the bill.

Mr. OYSTER. Could anyone reasonably expect the superintendent to keep people in the service that he had every reason to know, from inquiry, would not be a credit to the administration?

Mr. MORRELL. No; that was not the intent of the bill.

Mr. OYSTER. Would he as superintendent of schools, with a reputation, brought here to conduct the schools, be expected to take any chances on keeping people in the service that would be a serious injury to his reputation?

Mr. MORRELL. I think you misunderstood exactly what I am trying to get at. It is this: For the safeguard of the schools and for the safeguard of the superintendent it was the intention of the bill that every step should be clearly defined in regard to the powers to be exercised.

Mr. OYSTER. I think those interpretations of those bills have been carefully considered by the counsel as well as the board—

Mr. MORRELL. Let me ask you another question. Suppose this action was taken by the board and by the superintendent; was counsel consulted?

Mr. OYSTER. Yes, sir.

Mr. MORRELL. He was consulted and he advised that that was the proper course for the board to pursue?

Mr. OYSTER. Yes, sir.

Mr. MORRELL. Then, if that is the case, and if it was, as has been stated here by both Mr. Greene and myself—who were largely responsible for the provisions of the bill—that action of that kind or the

possibility of action of that kind was not contemplated by those who framed the bill, don't you think it very timely that the bill should be corrected by the introduction of such a bill as Mr. Greene has introduced here, which would correct those features?

Admiral BAIRD. That is what we want exactly.

Mr. OYSTER. Yes, I think that the bill could be revised, the old bill or a new bill introduced to correct some conditions, but I want to say to you very frankly that I don't believe it is possible to conduct the schools here if you do not give the board some power to enforce discipline.

Mr. MORRELL. We do that according to the old bill, and I don't think the bill introduced by Mr. Greene tends in any way to curtail those powers. It simply provides the method in which the board shall proceed.

Mr. OYSTER. We have tried strictly to follow that according to the best advice we could get.

Mr. MORRELL. I would like to ask, if there are present the teachers who were dismissed from the service, whether they made any application to the board of education or to the superintendent of schools—

Mr. OYSTER. In writing?

Mr. MORRELL. For a hearing.

Mr. LOVE. I would state that I made a formal protest to the board of education on the 15th day of September, the day after I was dismissed "for the good of the service," asking the board to rescind its action and to grant an investigation in the matter. I never heard from the board of education since then regarding that matter.

Mr. MORRELL. Was that done by word of mouth or in writing?

Mr. LOVE. It was done by written communication to the board of education. I would also state while I have the floor that prior to my dismissal, "for the good of the service," there had been no suggestion of a charge against me, no intimation that I was to be dropped. I spoke to the superintendent myself, the only time I did speak with him, and he asked me himself why my name had not been passed upon. He did not himself seem to know why my name was held up, and I believed that the superintendent at the time was not responsible for the act. My name had not been reported to him, and when the time comes I think I can explain why that was.

Mr. MORRELL. Are there any others of those who were dismissed present?

Miss MARY NALLE. I am one who was dismissed. I applied twice for a rescinding of the order of my dismissal, and my case is still pending, I think.

Mr. MORRELL. Did you apply in writing?

Miss NALLE. In writing, yes, sir. I applied to the president of the board of education, Admiral Baird, and did you not say that my case was still pending, Mr. Chancellor?

Mr. CHANCELLOR. I would consider it in about that status.

Mr. MORRELL. Are there any others who were dismissed that are here?

Mr. SWARTZELL. In a personal interview in the superintendent's office, with the superintendent, on the 1st day of September, I asked the superintendent whether he intended to give my case a thorough investigation. I said the reason for asking it was that I had observed in the Star of about the 30th of August that he had declared to a

reporter that he intended to make a very thorough investigation of my case before any action would be taken. It was suggested in the article that my situation was in doubt; it was under consideration.

Mr. MORRELL. Did you make any application to the board?

Mr. SWARTZELL. There was no application made to the board. This was the one time of bringing up the matter of investigation. The superintendent answered that he had not so spoken to a newspaper reporter, that he had not declared himself in that way, and that he was utterly opposed to investigations, and that in my case he would not give any investigation. It seemed useless to take further steps after he had declared himself so positively.

Mr. MORRELL. Are there any others present who were dismissed?

Mrs. COOPER. I want to say, if you will allow me, that no offer has been made to me, no bona fide offer either from the superintendent or from the board of education, of any place whatever in the school system. On the day of my dismissal, if the newspaper statements are to be taken of an interview given by the superintendent, he said that Mrs. Cooper will probably be either transferred or dismissed. The reason for that statement was that the opinion was just then received from the board's attorney.

Mr. MORRELL. What paper was that in?

Mrs. COOPER. The Evening Star. An opinion had just been rendered by the board's attorney, saying that all teachers were "automatically"—that is the word used—were "automatically" continued in the service, and it was on the afternoon of the same day that action was taken by the board dismissing me from the service "for the good of the service." After another person had been put in the place that I had occupied, that was done. The appointment of Mr. Jackson of the M Street High School had taken place on the 12th, and on the 13th, it seemed, this opinion was handed down by Mr. McNamara, and on the 14th the board of education took action in my case. Since I was automatically continued in the service and there was no place at that time vacant that I could be transferred to, the board of education took action dismissing me from the service for the good of the service. I might say that, if you will allow me, I was appointed in the high school of this city in 1887 without any friends or influence in the city of Washington. It came through the superintendent of schools writing to the president of Oberlin College for a list of graduates whom they could recommend, and I have been told that my name was first on that list. The superintendent then wrote and asked me if I was free to accept a position here, and I came in September of that year. On the death of the very estimable assistant principal of the school I was promoted to the position of assistant principal. On the resignation of the principal, when I was assistant principal, I was promoted by the board into the place of principal.

Now, as to the trial of this board, the interview that Mr. Oyster seems to refer to, when he says I called him up by telephone, was on the day this dismissal had come to me. I called him up first, and he said he would not talk with me over the telephone, and I went down to his office. I said, "Mr. Oyster, are you willing, after a teacher has served this community as I have done for nineteen years, that it shall be said that there is not a dissenting vote when I have been dismissed by a superintendent who is entirely new to the work and by the board who has given no supervision to my work and knows nothing

about my work personally—are you willing that it shall be said that I am dismissed without a dissenting voice, ‘for the good of the service?’” In that interview nothing whatever was said about any other position, and no member of the board has at any time offered me any position, and the superintendent has not made to me any tender of a position. On the contrary, he gave me to understand that he would not, under any circumstances, favor Mr. Jackson’s promotion to the principalship of that school, and he also told me that, so far as the laity of this community was concerned, he felt that they stood ten to one in my favor, in view of the numbers of delegations and letters that had come to him asking for my support in that school. He did tell me frankly that Mr. Hughes was opposed to my reappointment. I told him that I was aware that Mr. Hughes was somewhat hostile to me, but I also said that I thought he had no influence in connection with the colored schools, according to the school law——

Mr. MORRELL. Just there; so far as that is concerned that was absolutely the intention of the board, as far as Mr. Hughes or anybody occupying the position he occupies is concerned; it was the intention of the committee that he should have nothing to say in any shape or form so far as the colored schools were concerned; it was our idea that that was a matter for the superintendent and the board and the colored superintendent.

Mrs. COOPER. I wanted to add that I did put in a protest, acting under advice of counsel, on the same day, asking the board to rescind its action and to reconsider their action. This protest was in writing.

Mr. OYSTER. When you telephoned me and came down to my place of business was not that prior to the meeting of that board that ordered your dismissal?

Mrs. COOPER. No, sir.

Mr. OYSTER. That very day do you not recall the fact that I said, “I haven’t many minutes to talk to you, as I have to go to the board meeting?”

Mrs. COOPER. You had appointed Mr. Jackson.

Mr. OYSTER. No, we had not; and you came to see me and asked if something could not be done.

Mrs. COOPER. I had seen it in the newspapers——

Mr. OYSTER. Do you not know as a matter of fact that it was the day the meeting was to be held?

Mrs. COOPER. I saw you twice——

Mr. OYSTER. I know you did. But this particular day, did you not come to me and did I not say that I had to go to the board meeting, and you said you would come right away, and I asked you to come down, and I looked at my watch and it was ten minutes to 4 o’clock. Do you not recall that? And did I not advise you then to accept what he was ready to give you?

Mrs. COOPER. You did not. You did not mention any position. This is the first time that I have heard from Mr. Oyster that he even considered such a thing.

Mr. OYSTER. I am sorry that there is a question of veracity between the two of us here, because I always liked you and always told you so; and you came down to me that afternoon before the meeting of the board. There was no recommendation that had gone in at all at that time to fill your position.

Mrs. COOPER. Mr. Jackson was appointed on the 12th.

Mr. OYSTER. You certainly ought to refresh your memory and make it clear on that score.

Mrs. COOPER. My memory has been refreshed, for after each one of these meetings I have made a memorandum——

Mr. OYSTER. This is prior to that meeting.

Mrs. COOPER. I mean the meeting between myself and individuals on the board.

Mr. MORRELL. I would like to call the attention of the members of the board who are present to the provision in section 3 of the present law:

The colored assistant superintendent, under the direction of superintendent of schools, shall have sole charge of all teachers, classes, and schools in which colored children are taught, and he is specifically charged under the direction of the superintendent, with the unification, as far as practical, of the educational work of the colored high schools and the academic and scientific subjects of the Armstrong Manual Training School, and he shall also be charged specifically, under the direction of the superintendent, with the unification of the work of the intermediate grades of the colored schools.

Mr. OYSTER. I don't think there is any question or has been any question about that.

Mr. MORRELL. Well, it was stated that Mr. Hughes interfered or recommended, made a recommendation, as far as this matter was concerned, and that is absolutely contrary to the provisions of the bill.

Mr. OYSTER. I don't think there is a word of truth in that. I think he has followed Doctor Montgomery as to the colored schools.

Mr. MORRELL. Because I think it was demonstrated that there was a great diversity of opinion between Mr. Hughes and others on certain matters connected with the colored schools.

Mr. OYSTER. I don't think Mr. Hughes has had any influence or made any special requests of the superintendent, but he is here to answer for himself—the superintendent is here to answer for himself.

Mr. LOVE. If you will allow me to interject at this point, I will state that when the board of education determined upon the course of reappointing all the teachers, I applied to the superintendent for the position I occupied as head of the department of history. I wrote him, and he wrote me in reply that he had turned my letter of application over to Mr. Hughes.

Mr. MORRELL. Have you got that?

Mr. LOVE. Yes, sir.

WASHINGTON, D. C., August 17, 1906.

Dr. WILLIAM E. CHANCELLOR,

Superintendent of Public Instruction, Washington, D. C.

DEAR SIR: I wish hereby to make application for the position of head of the department of English and history recently created for the colored high schools.

The record of my training and equipment is on file in your office, which I shall be pleased to have you examine.

I have been teaching in the M Street High School since 1894, and taught during the first five or six years the subjects of German and English; and for the past five years I have had supervision of the history work in that school, having been placed in charge of the department by Doctor Lane, who was at that time director of high schools.

Thanking you for consideration of my request, I am,
Very respectfully,

JOHN L. LOVE.

WASHINGTON, D. C.

Mr. J. L. LOVE,
Washington, D. C.

DEAR SIR: Your letter making application for the position of head of the department of English and history in the colored high schools has been referred to Mr. P. M. Hughes.

Very truly,

(Signed) W. E. CHANCELLOR,
Superintendent of Public Instruction.

Mr. MORRELL. That is in direct opposition to the law; absolutely contrary to the law.

Mr. GREENE. When did the superintendent take charge of the schools?

Mr. OYSTER. About the middle of August, I think.

Mr. GREENE. Who was in charge of the schools previous to that time, after the creation of the board of education?

Mr. OYSTER. The school board, I guess. Mr. Stewart declined the consideration of his name, I think, at the second meeting.

Mr. GREENE. Did you authorize Mr. Hughes in any way to have anything to do with the schools ad interim?

Mr. OYSTER. I don't think so; he was out of the service; we recognized him as being out of the service entirely. There was no place for him.

Mr. GREENE. What authority did he have then in giving orders?

Mr. OYSTER. Mr. Hughes? None in the world that I know of.

Admiral BAIRD. You mean in the interim between the organization of the board and the appointment of the superintendent?

Mr. GREENE. No; I mean to say in July and August. Who was in charge of the schools then?

Admiral BAIRD. The superintendent was legislated out of office—Mr. Stewart. We attempted to reelect him; I did my utmost to reelect him, but it failed, and a member of the board moved the appointment of a committee to try and look up the best superintendent we could—

Mr. GREENE. I want to know where Mr. Hughes got his authority.

Admiral BAIRD. I will get to it. Mr. Stewart then resigned, so he could not be reelected. I went to the building every day. I am a seafaring man and I didn't know very much about school-board work, but I did my utmost to keep matters straight. There were a lot of requests for a lot of books that I did not know anything about, and I sent for Mr. Hughes to come to my house, and I asked his advice.

Mr. GREENE. Then he had no authority to address a communication to Mrs. Cooper?

Admiral BAIRD. No; he had no authority to do that.

Mr. GREENE. To request her to report to him certain things?

Mr. OYSTER. What date was that?

Mr. GREENE. The 3d day of August.

Mr. OYSTER. No, sir.

Mr. GREENE. Also the 23d of August. I have the letter right here.

Admiral BAIRD. And I don't believe he did.

Mr. GREENE. Yes, he does.

Admiral BAIRD. Does he not ask it as a favor?

Mr. OYSTER. Mr. Hughes had no authority to do that.

Mr. GREENE. On September 1?

Mr. OYSTER. He may have had then; he may have been appointed assistant superintendent.

Mr. MORRELL. Was that written on board of education paper?

Mr. GREENE. This is P. M. Hughes, director of high schools. Please have all arms and accouterments, and so forth, including all accessories, such as wiping rods, etc.

AUGUST 3, 1906.

DEAR MRS. COOPER: Please have all arms and accouterments, except commissioned officers' swords, belts, and plates, and any new belts and plates of privates, including all accessories, such as wiping rods, vises, punches, screw-drivers, etc., properly packed and inventoried by cases. Please send me a copy of each of the inventories when goods are ready for shipment and I shall notify you of their destination and labeling.

Very respectfully,

P. M. HUGHES.

AUGUST 23, 1906.

MRS. A. J. COOPER,
1706 Seventeenth street, Washington, D. C.

DEAR MRS. COOPER: Will you please let me know immediately whether or not your guns are packed? Please also send me a copy of your inventory of arms and accouterments by cases.

Very respectfully,

P. M. HUGHES.

SEPTEMBER 1, 1906.

Mrs. A. J. COOPER,
M Street High School, Washington, D. C.

DEAR MRS. COOPER: Your note of August 31, inclosing the inventory of arms and accouterments, reached me this morning. I thank you for the same.

Very respectfully,

P. M. HUGHES.

Mr. OYSTER. How did he sign himself?

Mr. MORRELL. P. M. Hughes.

Mr. OYSTER. Let me explain.

Mr. GREENE. It does not make any difference—

Mr. OYSTER. He was responsible for the high schools, and it was possible that he wanted to get the guns and accouterments together, so as to turn them in. He was responsible for those accouterments.

Mr. MORRELL. But if Mrs. Cooper was out of the service, what right had Mr. Hughes to ask any information of her or write this letter?

Mr. GREENE. I claim she was not out of the service, and the chairman claims she was not.

Mr. SWARTZELL. I was summoned about the same time—the latter part of July—and received the same sort of instructions from him orally about the packing of guns. I spent about three days in the work and had everything done as he instructed. I received that as official word from him on board of education paper.

Mr. OYSTER. Signed how?

Mr. SWARTZELL. Signed P. M. Hughes.

Mr. OYSTER. Mr. Hughes was in charge of the high schools and in charge of the arms and accouterments, and was responsible for them,

and this is not signed by Mr. Hughes in an official position. It is not addressed to Mrs. Cooper in an official position; but the Government requires these reports, and he was cleaning up his work in order to get this property into the school service. There is nothing here to indicate that he signed himself in an official capacity. Mr. Hughes was not in the service.

Mr. GREENE. That was about the way——

Mr. OYSTER. Yes; I suppose so. That is the way you feel about it I suppose.

Mrs. COOPER. May I add just one fact further with reference to this dismissal. The paper that you have in your hand is simply evidence that I worked in my capacity as principal of the M street school, whatever the capacity of the order may have been—that I worked in my capacity as a member of the system during the months of the vacation, but when notice was sent to the Comptroller of the Treasury, giving an account of the fact that I had been dismissed on the 14th of September for the good of the service they added—that is, the board of education added, for some reason or other—that this dismissal was “to take effect from the 30th of June,” which was two days before the creation of the board of education and about seventy-odd days before the act of dismissal, and about forty days before the election of the superintendent.

Mr. GREENE. Will you explain that?

Mr. OYSTER. Yes; I can explain anything that is not signed officially——

Mr. GREENE. But can you explain what Mrs. Cooper has stated?

Admiral BAIRD. It is very easy to explain. Appropriations are made for the fiscal year which ends on the 30th of June and the scholastic year does not begin until about the 10th of September, and for that reason the teachers' salaries are divided into tenths and not twelfths, and we have no right to authorize payment of salary for 1906 out of the appropriation for 1907.

Mr. MORRELL. Is there any person here who has been dismissed who has not been heard from?

Mr. JAMES B. CLARK. I was dropped on the 4th of September from the position of supervisor of the tenth division, and the name of Roscoe Conkling Bruce was substituted for mine, without notice. Between September 4, the day I was dropped, and September 14, the day I was dismissed, I made many efforts to see Mr. Chancellor and he refused to see me. On two different days I sat in his office from 9 to 6 o'clock, and I sent in my card. The first day he promised me an interview the next morning at 9 o'clock. I went there the next morning and he refused to see me. I stayed there until about 4 o'clock. I was dismissed on the 14th of September “for the good of the service.” I entered a protest the next day in writing, and I have not heard from it other than that it had been referred to Mr. McNamara.

Admiral BAIRD. Mr. Clark gave me his protest in writing. He brought it to my house, he and some eight or nine others. They waited until I got through dinner, and I went in and he gave me these three letters to the board of education. They were not opened until the board met. That is the reason for the delay.

Mr. CLARK. I delivered three letters to Admiral Baird on the evening of September 15, about 7 o'clock. There were two of us present—Mr. Love and myself. We entered and Admiral Baird was upstairs. We handed the letters to him and said that we did not care to remain and he invited us into the parlor. We sat down and the Admiral asked the contents of the letters, and we said they were protests sent to the board, and he asked if he was privileged to open them.

Admiral BAIRD. That is absolutely false. You gave them to me and invited my attention to the fact——

Mr. CLARK. That is the truth, Mr. Chairman.

Mr. LOVE. That is true; I witnessed it.

Mr. MORRELL. The meeting will please come to order.

Mr. CLARK. The Admiral asked if he might open them and we told him he could use his own judgment about that and we sat there for some time. We wanted to go, but he kept us fully an hour, talking, and we finally left, and the Admiral presented the protests at the next meeting.

Mr. MORRELL. Have you anything to say, Admiral Baird?

Admiral BAIRD. These men came and I was at dinner, and I asked them to wait, and when I came out I found them in the parlor, sitting down. They handed me these letters. They talked a long time before they gave me the letters; finally, when they were going, they handed me the letters and asked me if I would present them to the board of education, and I said certainly; that I would do so. There was nothing said about opening the letters. I took them to the secretary of the board and said, "Don't open them until the board meets." That is all there is about that.

In regard to section 10, I think you could straighten that out very much. We are not here to oppose Mr. Greene's bill; we want to help it; but we want to get things so we can understand them, if possible. Section 10 says when a teacher is on trial, or being investigated, he or she shall have the right to be represented by counsel, or at least one friend, which, I think, is eminently proper. It is now the subjunctive mood; it is conditional; it is not imperative. It should have said, as one of the Ten Commandments says, "No teacher shall be dismissed without having had a trial."

Mr. GREENE. I will accept your amendment.

Admiral BAIRD. The court says it does not mean what it says; that it means that she shall have a trial. Of course, we are obeying that now.

Mr. MORRELL. It is our desire, as I am sure it is the desire of all the gentlemen present, that the intention of Congress shall be carried out, and we want to do what is necessary to carry out the intention of Congress or pass the bill introduced by Mr. Greene, so as to put into actual words what was the intention of Congress.

Admiral BAIRD. So in the future none of these misunderstandings may arise. Mr. Chancellor has found in the first page of that organic act eight ambiguities.

Mr. MORRELL. That is rather a reflection on the gentleman who endeavored to frame the bill, but it is some time since I graduated from college——

Mr. GREENE. And I never graduated——

Mr. OYSTER. I have no desire to occupy the time of the committee unless the committee wants to know why we sent these people away. If we have violated the law, of course we have the court's position now. We have from the time we obtained legal counsel through the President of the United States followed his opinions. If we violated the law we violated it then under a misapprehension on his part. They do differ, many of the lawyers differ, many of my friends who are lawyers differ on this matter, and I want to impress upon you gentlemen that we have no intention of violating the law, and since we have had the opportunity of consulting with counsel we have not acted without counsel's advice.

Mr. LOVE. May I ask a question?

Mr. MORRELL. Yes, sir.

Mr. LOVE. Mr. Oyster, did the board of education determine, before the attorney for the board was assigned, that the teachers had to be reappointed?

Mr. OYSTER. Let me try to make myself clear about it. That was the advice we got from some one; I am inclined to think, possibly, from the decision of the Comptroller of the Treasury; that that guided us prior to getting a counsel assigned us by the Department of Justice.

Mr. LOVE. The only decision from the Comptroller of the Treasury up to the time of my dismissal was in the case of the Secretary's salary, and he, obiter dicta, said in his decision——

Mr. OYSTER. He said, if I recall it, that in his opinion——

Mr. LOVE. He said, in the case of the teachers, that they were continued in the system.

Mr. OYSTER. You may know more about it than I do. Do you want me to tell you about your case?

Mr. LOVE. If you want to. It doesn't make any difference to me whatever the case is.

Mr. MORRELL. Is there anything more, Mr. Greene?

Mr. GREENE. Mr. Oyster planted himself in the chair and commenced to propound questions to me which I didn't think were any of his business, and I told him so. I told him that I was not here to be questioned by him, and we have had nothing else. We have not taken anybody favorable to the bill, because we assume that everybody is favorable to the bill if no one opposes it; but even those who appeared in opposition to the bill favored the bill except in some minor particulars.

Mr. MORRELL. Who else wants to be heard?

Mr. SWARTZELL. I think I can clear up the point that Mr. Love was speaking of.

Mr. MORRELL. What is it you wish to do?

Mr. SWARTZELL. I have a clipping here from the Evening Star of August 17, 1906, which clears up the point that Mr. Love has been making about the action of the board before the appointment of the attorney. This answers that question.

Mr. MORRELL. That might go into the record.

Mr. OYSTER. Not as authentic.

Mr. MORRELL. I do not propose to make it go into the record as authentic, but it can go in for what it is worth.

Mr. Swartzell offered the following clipping:

[Star, August 17, 1906.]

HAS MANY CALLERS—SUPERINTENDENT OF PUBLIC SCHOOLS A BUSY MAN.

There is no busier place in the city to-day than the office of Superintendent Chancellor of the public schools. Every available chair in the waiting rooms has been in use all day, and throngs of people have been standing to await their turn to have an interview with him. The throng includes members of the board of education, officers of the new school system already appointed, former officers seeking reappointment, teachers and would-be teachers, and others seeking information and positions.

One by one Doctor Chancellor is seeing them and giving consideration to the matters they have to present to him. To everyone he is giving the impression that he knows his business and intends to carry out his ideas freely. The board is giving him a free hand, and is, in fact, looking to him for intimations of what will be the best thing to do in various cases as they arise. In the midst of his busy morning the new superintendent to-day granted about five minutes to a Star reporter, who wanted to know what was going on.

Doctor Chancellor said he was attending to the thousand and one details of his new office, but confessed that the matter of appointments was taking up most of his time. He would not state whom he was considering for the positions of principals of the Eastern High School, the Western High School, the McKinley Manual Training School, the M Street High School, and the Armstrong Manual Training School. He said he did not expect to make very many changes.

ALL IN DOUBT.

"Practically everyone who held a position under the old régime will be provided for," he stated when pressed for a more definite reply.

When asked whether the reappointment of Moshlem F. F. Swartzell as principal of the Eastern High School was in doubt, he declared that for that matter they were all in doubt.

As for the teachers below the grade of officer, Doctor Chancellor intends to reappoint all of them "under certain conditions," although what the conditions will be he has not yet decided.

Before the appointment of the new superintendent there was much discussion as to whether or not the new school law should be interpreted to mean that it would be necessary to reappoint the entire personnel of the system, and members of the board of education as a whole were not certain as to the answer to the question. Professor Evermann, however, believed that all of the force should be reappointed, although this was not specifically stated in the act.

INTENTION OF CONGRESS.

Doctor Chancellor has construed the law to mean that this was the intention of Congress, and is proceeding upon that construction.

He was asked this morning about the matter, and said:

"At the next meeting of the board I expect to recommend the appointment of about 1,500 persons."

The total number of employees of the board of education is only 1,577, so it can readily be seen that he intends to "do it all over again," as one teacher expressed it. As far as the class-room teachers are concerned, however, this will be merely a technicality, since practically no changes are contemplated. This will also be largely true of the official positions, such as the principals of high schools and the supervising principals of divisions.

An unofficial statement of the Comptroller of the Treasury, as well as an official intimation in his decision on Secretary Connor's case, tend to give the idea that the Comptroller did not construe the law to mean that the reappointment of teachers would be necessary. However, it is not believed that any objection will be raised against the position taken by the superintendent, in which he is doubtless supported by members of the board.

Mr. OYSTER. I beg to apologize to Mr. Greene if he thought my intention was to cross-question him.

Mr. GREENE. You began right off——

Mr. MORRELL. Has anybody else anything to say in regard to the bill as to suggestions, how it should be altered to carry out what was the intention of Congress, or any suggestion to make in opposition to it? If there is anybody that has anything to offer along that line, the committee will be glad to hear them. Have you anything further to say, Mr. Oyster?

Mr. OYSTER. No, sir.

Mr. MORRELL. We would be glad to hear from anyone.

Mr. OYSTER. I should be very glad to reply to any questions.

Mr. MORRELL. We will be glad to hear from the superintendent.

STATEMENT OF DR. WILLIAM E. CHANCELLOR, SUPERINTENDENT OF SCHOOLS.

Mr. CHANCELLOR. I should be glad to reply to any questions. There is only one matter of evidence that has been brought out that is of sufficient importance to seem to require any reply.

Mr. MORRELL. What do you refer to?

Mr. CHANCELLOR. I refer to the fact that upon two different occasions I told Mrs. Cooper that I should be very glad to nominate her as the head of the Latin department; that I felt confident that she could be elected to that position, but I knew that she could not be elected to the position of principal of the M Street High School. I did that because the board and the legal counsel, two different lawyers, and also the Comptroller of the Treasury, took the ground that members were not continued by this act.

Mr. MORRELL. When were those suggestions made by you to Mrs. Cooper?

Mr. CHANCELLOR. Probably about the week ending the 7th or 8th of September, and in the week ending the 15th of September—that is, we had a number of conferences together. I talked with her probably about three or four hours.

Mr. MORRELL. When was she dismissed?

Mr. CHANCELLOR. She was dismissed, if I remember correctly, at the board of education meeting prior to the 17th of September. It was probably about Wednesday or Thursday, the 13th or 14th.

Mr. MORRELL. What occurred at that meeting?

Mr. CHANCELLOR. What occurred at that meeting was this: I had conferred with the board, and I found that they were not willing to accept the nomination of Mrs. Cooper as principal of the M Street High School. She had declined to accept the nomination as head of the Latin department.

Mr. GREENE. When was that?

Mr. CHANCELLOR. She had told me that she would not take it—she had told me over the telephone that morning; she had told one or two members of the board that she would not take it. I then turned to Mr. McNamara, who was sitting in the room with us, and I said, "The Comptroller of the Treasury wishes to avoid coming under suit for two salaries. What shall we do?" I sat at my table with my pen in my hand, and I took down exactly his dictation on that matter, which was to dismiss her for the good of the service, which was in accordance with the letter, a copy of which I have on file in my office.

Mr. MORRELL. May I ask you when it was that you first spoke to Mrs. Cooper in regard to her being appointed head of the Latin

department, and whether on that occasion you made her a distinct, practically a distinct, offer?

Mr. CHANCELLOR. I made Mrs. Cooper an absolutely unconditional promise that I would nominate her as head of the Latin department on two different occasions.

Mr. MORRELL. Then you had every reason to believe, of course, that the board would follow your suggestion?

Mr. CHANCELLOR. I knew they would not follow the other suggestion, and I believed a majority could be secured to follow that suggestion. The colored members of the board were unanimously against Mrs. Cooper for either position, and I knew that the white members were opposed to her as principal of the high school, but I felt that I could get a majority for her from the white people and possibly one or two colored votes as head of the Latin department.

Mr. GREENE. Can you tell what date Mrs. Cooper was dismissed from the service?

Mr. CHANCELLOR. I should say about the Wednesday or Thursday prior to the 17th of September.

Mr. GREENE. I can not tell by that.

Mr. MORRELL. Here is a notice.

Mr. GREENE. This notice reads:

Mrs. A. J. COOPER.

DEAR MADAM: At a recent meeting of the board, upon the recommendation of the superintendent you were dismissed from the public schools of the District of Columbia for the good of the service, by order of the board.

WILLIAM O'CONNER, *Secretary*.

When was this?

SEVERAL VOICES. September 14th.

Mr. CHANCELLOR. Take that date, then.

Mr. MORRELL. I thought you said the 17th?

Mr. CHANCELLOR. No; the schools began on the 17th; I said it was the board meeting prior to the 17th.

Mr. GREENE. That is the fact. Now you can not tell whether it was that day or the day before, or when?

Mr. CHANCELLOR. There were a number of meetings then; we probably had six or eight meetings prior to the 17th of September.

Mr. GREENE. Was she dismissed from the service before Mr. Jackson was appointed to her place?

Mr. CHANCELLOR. I am unable to answer that, I haven't the records here.

Admiral BAIRD. The same meeting, according to my recollection.

Mr. GREENE. I ask you whether Mrs. Cooper was dismissed from the service previous to Mr. Jackson's appointment?

Admiral BAIRD. I would rather look that up.

Mr. CHANCELLOR. I should say she was, because we were trying in every one of our meetings to cover two points. Every one of my recommendations went in "To appoint and continue;" we used the two words, and to protect ourselves we probably——

Mr. MORRELL. May I ask you a question there? As I remember the law it says that the teacher shall be appointed by the board upon the recommendation of the superintendent of schools.

Mr. CHANCELLOR. Yes, sir.

Mr. MORRELL. May I ask you what source of knowledge you have

in regard to Mrs. Cooper's ability that governed you in recommending that she should be dismissed?

Mr. CHANCELLOR. I made that recommendation about Mrs. Cooper, so far as her dismissal is concerned, solely on the legal ground, without reference to her ability.

Mr. MORRELL. Which legal grounds do you refer to?

Mr. CHANCELLOR. On the direction of legal counsel of the board, so as to avoid a possibility of a suit on her salary. You see if another principal had been put in and at the same time the courts ruled she was continued, we would have had two persons claiming the same salary. That was the ground taken by Mr. McNamara.

Mr. MORRELL. You had practically made up your mind, then, that Mrs. Cooper was to go because she didn't have the necessary ability, although you knew nothing about her ability?

Mr. CHANCELLOR. I should be unwilling to accept quite that opinion. I know nothing about Mrs. Cooper so far as her ability is concerned except from the lay opinion of the board of education.

Mr. MORRELL. What governed you when appointing Mr. Jackson?

Mr. CHANCELLOR. He took a competitive examination.

Mr. MORRELL. Was that examination open to all?

Mr. CHANCELLOR. Yes, sir; public notice was given for days ahead.

Mr. GREENE. That examination was to be held for the position of superintendent?

Mr. CHANCELLOR. Of high schools, not knowing who would be made principals of high schools.

Mr. GREENE. Colored or white?

Mr. CHANCELLOR. Both. Supervising principals also.

Mr. MORRELL. You have read this provision in section 5, "Provided, that no teacher or officer in the service of the public schools of the District of Columbia at the time of the passage of this act shall by the operation of this act be required to take any examination, either mental or physical?"

Mr. CHANCELLOR. I have the matter before the legal counsel of the board at the present time, trying to get a ruling as to what it means, whether that means a person can be given competitive examinations for promotions or not, and whether the superintendent can make his recommendations on the basis of such examinations irrespective of the action of the board.

Mr. MORRELL. The idea of those who framed that provision was that it did not require—and I think it reads plainly—that a teacher who is now in the service of the District should be obliged to be continued in that service to take an examination; that, in other words, the examinations were only to apply to new teachers entering the service of the board.

Mr. CHANCELLOR. At the same time I don't know whether she was in office or not.

Mr. MORRELL. It was put in to cover just such cases as Mrs. Cooper's case.

Mr. CHANCELLOR. But I think you will be fair to us all when we say to you that Mr. Adkins, who served us three days, and Mr. McNamara, who has served us since that time, have both given opinions contrary to your opinion, and we were going on the opinion of our legal counsel. There was no conflict so far as heads were concerned. Of course the Comptroller of the Currency makes the pay roll——

A BYSTANDER. I would like to ask Mr. Chancellor if, at the time of the examination of Mrs. Cooper was ordered, the principalship was vacant?

Mr. CHANCELLOR. We didn't know whether it was vacant or not.

A BYSTANDER. Why did you order an examination?

Mr. CHANCELLOR. Simply to protect ourselves in case it was vacant.

Mr. MORRELL. Was that done in the case of all schools?

Mr. CHANCELLOR. No; but quite a number of them.

Mr. MORRELL. Why not all?

Mr. CHANCELLOR. Because the board of education was willing to use this term "appoint and continue" in reference to some and not in case of others.

Mr. MORRELL. Why, what power have they to discriminate as to one school and against another if they interpret the law as enabling them to continue some teachers——

Mr. CHANCELLOR. I wish I had brought up one of the opinions.

Mr. MORRELL. How can they possibly then turn around and exercise any judgment in the matter whatsoever?

Mr. CHANCELLOR. They thought they had that power from these opinions which we have to this effect. Since the old board is legislated out of office, that carried with it the appointees of the board.

Mr. MORRELL. Very well. Then every teacher that was in the service should have been subject to the same thing.

Mr. CHANCELLOR. We didn't know but what that was the case.

Mr. MORRELL. Then what power have you to exercise—I should think, then, it was highly necessary that the board to protect themselves, should have made inquiry from the legal counsel of the board as to what their proper course was to pursue.

Mr. CHANCELLOR. The opinion we finally operated on was that given by Mr. McNamara to the effect that teachers were automatically continued, and then the opinion of the Comptroller of the Treasury that officers were not continued. We went on the compromise because of the fact that the Comptroller accepts the pay rolls.

Mr. MORRELL. I don't think the Comptroller has any power to interpret the law or to exercise discretionary powers any more than the board.

Mr. CHANCELLOR. But he had done it in respect to one officer and we did not know about the others. He has done it in respect to myself and the supervising principals. He has cut off \$550 from the salary of the superintendent on that theory.

Mrs. CURTIS. As I was present at the meeting held on the 4th of September I would like to say that they read the names of the supervising principals who were to be reappointed. After naming the white they came to the four colored, and substituted Roscoe Conkling Bruce instead of Mr. Clark. I then personally went to Mr. Clark's house, and that was the first intimation he had that he was not in the school corps. That was on the 4th. On the 14th Mr. Clark was dismissed from the service. There was no hearing at that meeting on September 4 as to Mr. Clark's case or his dismissal. On September 12, when I was present at the board meeting, Mr. Jackson was appointed principal of the M Street High School, and on September 14 Mrs. Cooper's dismissal was read, "for the good of the service." Those are the dates.

Mr. CHANCELLOR. May I say, in connection with Mr. Clark's case, that Mr. Clark, in my own office, in the presence of Doctor Montgomery, declined another position.

Mr. CLARK. I have never had the pleasure of meeting Doctor Chancellor in his office. I met him in the library on the 27th of August, and that is the only time.

Mr. CHANCELLOR. I wish to say one more thing in regard to Mrs. Cooper's case. I have never conferred and never received any communication from Mr. P. M. Hughes regarding Mrs. Cooper, and I have refused to read over last year's hearings in reference to this matter in regard to Mrs. Cooper. I promised her to make a nomination of her if she would accept it.

Mr. GREENE. You did not have any right to make an offer, did you?

Mr. CHANCELLOR. I had a right to make a promise of the nomination.

Mr. NEAL. I want to know if such a position as the \$1,900 position to which Mr. Chancellor referred existed at the time he made the offer.

Mr. CHANCELLOR. I understood it was the head of the Latin department. That was my understanding at the time I made the proposition.

Mr. NEAL. Did that carry the salary?

Mr. CHANCELLOR. I understood so.

Mr. GREENE. Nothing definite about it; it was very indefinite?

Mr. CHANCELLOR. That was my intention.

Mrs. COOPER. Section 5 of the law, speaking of the classification of studies in the schools and creating heads of the departments, which are the positions that carry with them the salary of \$1,900, confines the same to those subjects that are given in two or more schools. Only such are capable of having heads of departments. The subject of Latin is taught only in the M Street High School. That is the only colored school in which the subject is taught at all. The head teacher of Latin therefore could not be under the law entitled as head of department to receive a \$1,900 position.

Mr. CHANCELLOR. She is, however, receiving it, I am told.

Mr. MORRELL. You say she is receiving it now?

Mr. CHANCELLOR. I don't know, but I believe, as a matter of fact, a person is drawing that salary now.

Mr. GREENE. How could Mrs. Cooper have gotten the place if somebody else had it then?

Mr. CHANCELLOR. I understand no one was in the place at the time I made that proposition. This head of the department position was created by this law; there can not be any question about that.

Mr. MORRELL. Is the person there receiving \$1,900 now, at the present time?

Mr. CHANCELLOR. That is my belief.

Mr. MORRELL. That is not according to the provisions of the present law.

Mr. LOVE. The law says, in section 6, that any promotion from group A to group B shall be made upon the recommendation of the principal, etc. I want to say that in two cases heads of departments have been made, that is, promotions have been made to group B in class 6, from classes 1 and 2, without any recommendation

of the principal or without examination; one case of a man who was only one year out of college, another case of a man who was two years out of college, getting salaries in class 1 and class 2, were vaulted all the way up to group B of class 6, without the recommendation of the principal and in one case without even the recommendation of the superintendent of colored schools.

Mr. MORRELL. There is one thing as far as that is concerned; that could only be done in one way, that could be done if the law was interpreted to mean that all teachers ceased to be connected with the public-school system after this law went into effect; then that could be done. But if any teachers were retained in the service and not brought into the service under the provisions of the bill, and then were advanced from group A to group B without an examination, oral or written, and without the recommendations provided for in the bill, then it was done contrary to law.

Mr. CHANCELLOR. I can say that, and one of our opinions covers that point, which was this: That we might have to operate in the beginning under common-law precedents, whereas after the bill was in full operation we could operate in accordance with the letter of the law. I needed a member of the board of examiners in the colored schools in order to bring in persons from outside, and so we made an appointment as head of department there one of our board of examiners.

Mr. MORRELL. As far as I can make out, you operated partly under the old law and partly under this law; teachers were retained under the law, and in another instance they were subjected to the provisions of the new bill.

Mr. CHANCELLOR. Of course you can easily see that we were dealing with a board that had just come into office, and only one member of the board had served on a board of education before. They had not formed a policy. I had heard the expression of the board on this and that before, and of course the board was not perfectly consistent in its policy; that was not possible.

Mr. MORRELL. You think it was not?

Mr. CHANCELLOR. It could not be, because we had three different legal opinions——

Mr. LOVE. I agree with the superintendent as to what was necessary to be done——

Mr. MORRELL. I understand your point perfectly.

Mr. GREENE. I would like to ask a question. There was a man named Mattingly who served at the salary of \$650. Now, by some process, which I don't know—perhaps you can explain it—he was suddenly elevated to a \$1,900 position over teachers of long experience and character and high standing in this community; from \$650 to \$1,900. If you could explain how that was done I would like to know.

Mr. CHANCELLOR. I knew very little about the teaching corps. He was recommended to me by the three colored people as a man who was very impartial and fair and a man of great abilities.

Mr. GREENE. You did not know anything about him?

Mr. CHANCELLOR. No; I never met him until I came here.

Mr. LOVE. May I ask if Mr. John F. Cook recommended him?

Mr. CHANCELLOR. The three colored people recommended him.

Mr. GREENE. But even if that is so, the responsibility is with you in putting the recommendation into effect. The point I want to make is, would you think coming in an entire stranger, with absolutely no knowledge of the conditions here, would you think it was necessary to carry out such a principle as that, that would be liable to create jealousies beyond measure, by taking a young man with very little experience (even though he was at the same college that you were) and elevate him from \$650 to a nineteen hundred dollar place, over the heads of other teachers that had long experience and knew of the schools and of the teachers?

Mr. CHANCELLOR. I will answer that question in two ways. In the first place, Mr. Mattingly has one of the highest, and in fact I think he has the very highest, diploma, a magna cum laude, and I don't think there is any other person in the whole colored schools that has one of those. In the second place, I have not had a single objection as to the service rendered by him since then by anybody.

Mr. GREENE. I don't say you have, I simply ask you this. You came in here as superintendent, an entirely new man, and without practically any knowledge at all of the conditions of the schools here, because this promotion was done very rapidly, as I understand—went by electric motion into effect——

Mr. CHANCELLOR. Something had to be done. I came down here on the 15th of August and the schools were to be opened on the 17th of September, and we didn't know whether we had 2,100 employees to reappoint or not, and further than that, I was operating another city at the time, because I didn't have one day's notice, and we did the best we could; we spent from twelve to fifteen hours a day on this business.

Mr. GREENE. You recommended the dismissal of quite a number of teachers?

Mr. CHANCELLOR. I have given explanations as to the cases of two or three.

Mr. GREENE. Were those teachers given any opportunity to show cause why they should not be dismissed?

Mr. CHANCELLOR. They were not, for this reason: That we didn't believe the law positively required a trial; we thought a trial was permissive. Further than that, I had been accustomed to operate in cities where there are teachers' certificates and where the teacher's certificate is revokable for some of the causes that figured in these cases that we have spoken of. That is unknown in the District of Columbia.

Mr. GREENE. You put this arrangement, dismissing these teachers, into effect without knowledge——

Mr. CHANCELLOR. Put it into effect because these nine people who were appointed by the court of this District seemed to be responsible people, and I trusted their opinion.

Mr. GREENE. Did they give you opinions—did these judges of the supreme court give you their opinions?

Mr. CHANCELLOR. By giving these eight people to me to advise me.

Mr. GREENE. These what?

Mr. CHANCELLOR. These eight members of the board of education to control me; they have the power to appoint.

Mr. GREENE. Do you not have the power to appoint?

Mr. CHANCELLOR. No; I have the power only to recommend.

Mr. GREENE. This is what I want to get at. Don't you think that section 10 provided for the trials?

Mr. CHANCELLOR. I submit to the opinion of the court; there has been a court's opinion since then; I am very glad to get an opinion, so I will know.

Mr. GREENE. My bill is intended to cover this so that the board who dismissed these people without reason should not have the power to try them after they dismissed them; that is the point.

Mr. CHANCELLOR. I don't know now whether it means that a superintendent who is investigating will have to have a counsel and friend for each person investigated, or whether it means to relate simply to persons who are transferred or demoted, or merely to dismissal. I think the law applies only to one kind of case now.

Mr. GREENE. We will have that apply——

Mr. CHANCELLOR. Of course, if it applies to all these cases—cases of transfer and demotion as well as dismissal, it would not be possible to get any board of education to serve, on account of the length of time involved.

Mr. GREENE. Anybody who takes public service must expect to give his time to it.

Mr. CHANCELLOR. But there is no board of education in this country that I know of that has to take up all these details.

Mr. GREENE. I don't know about that.

Mr. CHANCELLOR. I know a little something about the school laws. I don't understand this law yet.

Mr. GREENE. I was brought up in Massachusetts.

Mr. CHANCELLOR. I spent fifteen years of my life in Massachusetts.

Mr. GREENE. We don't have any trouble of this kind there; we never have to have a legal officer——

Mr. CHANCELLOR. I spent fifteen years there and I am a graduate of those schools and know something of the conditions there.

Mr. GREENE. Did you believe you had the right to arbitrarily dismiss a teacher without sustained charges?

Mr. CHANCELLOR. For the good of the service—not in the form in which that question is stated—no; but under legal direction I think I had a right to recommend it. I acted in the case of Mrs. Cooper on legal directions given to me, *literatim et verbatim*, at the time I wrote it down.

Mr. GREENE. But the court having now decided differently——

Mr. CHANCELLOR. I cheerfully accept the decision of the court.

Mr. GREENE (continuing). That she was removed without cause.

Mr. CHANCELLOR. I don't know about her case; this case applies to another case; I don't know whether the two cases are parallel.

Mr. GREENE. I don't understand your reply.

Mr. CHANCELLOR. Every case in the law is a particular case.

Mr. GREENE. Then you think the teachers, in order to protect their rights, should be compelled to go to law, not to obtain them on the principle of righteousness or justice, but that they should be compelled to go to the courts to maintain their rights?

Mr. CHANCELLOR. I should say that the teachers have a perfect right to have a fair hearing before a properly constituted tribunal.

Mr. GREENE. You think so?

Mr. CHANCELLOR. That is the common practice.

Mr. GREENE. But you did not do so; you did not recommend it.

Mr. CHANCELLOR. I was not allowed to recommend it; I was given the legal advice to recommend dismissal for "the good of the service."

Mr. GREENE. Where did that expression, "the good of the service," come from?

Mr. CHANCELLOR. That was given to me by Mr. McNamara.

Mr. GREENE. You don't claim the authorship of it?

Mr. CHANCELLOR. Indeed, I do not; I don't claim the authorship of the expression, "appoint and continue."

Mrs. COOPER. May I refer to one conversation over the telephone which I had with the superintendent, which was on the morning of the day appointed for an examination of principals, the principalship of the M Street High School being one of the schools named? I said to the superintendent, "I see by the morning paper that an examination is to be held, and I have received no notice to come to that examination." The superintendent's reply was, "You are not required to take an examination, you are already in the service; those who are in the service are not required to take an examination." I said, "Is that your decision, then, as to my status?" He said, "I don't know; the courts and Congress will have that to decide."

Mr. MORRELL. Who was this?

Mrs. COOPER. This was the superintendent of schools on the morning of September 11, the day appointed for examination of principals of the M Street High School, the Armstrong High School (although the principal did not attend, he was afterwards appointed), and for the Eastern High School, and for the McKinley Manual Training School. Those were the schools named.

Mr. LOVE. May I ask a question? The superintendent is reported in the Washington Post of September 16, the day before the school opening, in an interview, and I would like to ask the superintendent if he acknowledges this as his interview:

Efforts are being made to embarrass school administration at this time. It can not afford to be embarrassed, and I want to say that it does not intend to be, either now or any other time——

Mr. CHANCELLOR. I know nothing about that interview. I have not read the daily papers; at least I have only read them occasionally.

Mr. MORRELL. I do not see that that has any bearing on the subject we have before us now.

Miss NALLE. I should like to ask from whom Doctor Chancellor obtained his information that warranted him in dismissing the teachers. I am a dismissed teacher, who did not know why I was dismissed.

Mr. MORRELL. I have asked that, and Mr. Chancellor has not given any direct reply up to the present time. I would be glad to repeat the question.

Miss NALLE. The law says there shall be an assistant superintendent in charge of colored schools——

Mr. MORRELL. It depends upon what law they are operating under. If they are operating under this bill, then the provisions of this bill have to be complied with; but as I understand from Professor Chancellor's remarks, or his answers, they have operated partly under this bill in such instances as suited their convenience or where they were recommended to do so by their counsel, I don't know which, and in other instances they have seen fit to ignore the provisions of the bill.

Mr. CHANCELLOR. We have tried to follow the bill as the counsel interpreted it to our very best.

Mr. MORRELL. And I think Doctor Chancellor will acknowledge—I think it is apparent without Doctor Chancellor even answering the question—that he must have gotten his information concerning teachers from the outside, for the simple reason that the schools were not in operation when he first took charge and during the time when these dismissals were made; so it was impossible for him to judge by any personal knowledge or experience in regard to the qualifications of the teachers.

Mr. CHANCELLOR. I think that is a fair statement, if you include in “from outside” the board of education. I got four-fifths of my information from the board of education.

Mrs. COOPER. May I say one thing with reference to that source of information? I saw personally every member of the board, with one single exception. I was told by every white member of the board “I shall certainly vote for you if the superintendent recommends you.” Many of them spoke in favorable terms to me. One of the colored members told me that he was in favor of my reappointment at the head of the M Street High School. There were only two members from whom I did not get a sufficiently satisfactory answer. One of those members I did not interview at all, because of the fact that he had shown open hostility to me in a personal way.

Mr. LOVE. I should like to ask Doctor Chancellor, if I may, who gave him the information upon which he acted in my case?

Mr. CHANCELLOR. Your case was on the same day and on exactly the same conditions as Mrs. Cooper.

Mr. LOVE. Who gave it to you?

Mr. CHANCELLOR. The board of education would not accept your nomination for any position whatever.

Mr. LOVE. The whole board?

Mr. CHANCELLOR. Yes, sir.

Mr. LOVE. Did any member of the board——

Mr. MORRELL. I do not think Doctor Chancellor is called upon to answer those questions except in a general way.

Mr. CHANCELLOR. Thank you.

Mr. GREENE. Were you familiar with this act No. 254, or had you given any attention to it before your appointment?

Mr. CHANCELLOR. I was offered the superintendency of schools in this District, I think, on Saturday night, the 15th of August, at which time a copy of this bill was forwarded to me. Three other superintendents of high standing had declined the position. I asked for a little time to consider it, and I was told that I did not have any time on account of the nearness of the date for opening the schools. I read this bill on the train coming to Washington. I have studied that bill carefully, and the more I study it the more conflicts I see in it.

Mr. MORRELL. I am sorry for you and me, Mr. Greene.

Mr. CHANCELLOR. I think it is a great improvement over the preceding law. I think these conflicts in some cases are of slight importance, but in other cases they are of a good deal of importance.

Mr. GREENE. How did you come in touch with the situation here?

Mr. CHANCELLOR. As soon as it was known that the new superintendent of schools was in the District of Columbia he began to receive

callers, as high as 200 a day, sometimes singly and sometimes in delegations—in delegations of as high as 40 people, all of whom I tried to see. Of course I could not see them all.

Mr. GREENE. Were these delegations composed of people who brought charges against the teachers?

Mr. CHANCELLOR. They came to praise and condemn.

Mr. GREENE. Had you ever seen anything like it before?

Mr. CHANCELLOR. Nothing like it before in all my life.

Mr. MORRELL. That was evidence, anyhow, of a good deal of interest on the part of the residents of the District of Columbia in the matter of the public schools.

Mr. CHANCELLOR. Yes; and very gratifying for that reason.

Mr. GREENE. Are you a lawyer yourself?

Mr. CHANCELLOR. No, sir; I have studied law in the Harvard law school, but I am not a graduate lawyer.

Mr. GREENE. You had some knowledge of the law?

Mr. CHANCELLOR. I had a knowledge of the theory of the law; a slight knowledge.

STATEMENT OF MR. M. F. F. SWARTZELL.

Mr. SWARTZELL. Mr. Chairman and gentlemen, I desire to state the further particulars connected with an alleged offer of a position that was referred to this morning.

On the 12th of September I received a communication from Mr. Hughes asking that I call at his office in the Franklin Building. When I called, he said that he had been directed by Doctor Chancellor to offer me a position at \$1,800 as a teacher of Latin in the high schools, that I might select any high school I chose; but there was this contingency—that the salary was not quite certain. He said that he and Mr. Stuart had looked over the salary lists, as they were acquainted with them and Doctor Chancellor was not, and that they had reached a plan which they believed would successfully reach the case. The proposition was to combine several salaries so as to make up a salary of \$1,800.

There was also some reference made to some fund which it was said would be available to piece out the salary. It was asserted that a decision had been received from the auditor's office of the District of Columbia that the proposition he had to make was a correct one. He wished to know whether I would accept. I said, "This is a formal proposition; I will take it under advisement." "How soon can you let me know—by 2 o'clock?" I said, "No; not by 2 o'clock." At the time we were speaking it was between half-past 12 and 1 o'clock. I did not leave his office until ten minutes of 1. He then pressed me as to how soon I could give him an answer and asked me if I could give him an answer by 3 o'clock. I said, "I feel sure that I can not let you know by 3 o'clock. I will take the matter in hand at once." I proceeded to do so and advised in the afternoon about the matter, and was advising at half-past 9 that night about it, under the supposition that I was considering a formal offer. I consulted legal counsel and was advised that the place appeared to be not legal. First of all, it was an extra position. Mr. Hughes claimed that the board had a right to create an extra position at any salary which it saw fit.

Mr. MORRELL. Under what provision of this law?

Mr. SWARTZELL. I don't know. That is the claim that he made. In the second interview, to go a little ahead of this, which occurred the next day, he argued with me in this way: "The board of education can appoint you as a teacher of Chinese. Now, couldn't it? Now admit that is so." I told him no; that I would not admit it. I said it can ask me to teach Chinese. And he argued that it could appoint me at any salary which it saw fit to name. Now, to come back to the original proposition, I reported to Mr. Hughes the following morning that I was advised the place was of doubtful legality. I should state that just before I called at his office the following morning I received a notice from the board of education signed by Mr. Connor, saying the board of education, on recommendation of the superintendent, has appointed and continued you as a teacher in the public schools.

Upon calling to see Mr. Hughes to give my answer, as I had intended, I expressed indignation that there had not been an awaiting for an answer, when a formal proposition had been given for me to consider. I said plainly that I had not been courteously or fairly treated. Mr. Hughes resented an implication which he said I made that there was any trickery upon his part or that of Mr. Stuart. He did not say that there was no trickery upon any other person's part—he simply stopped at that. I said to Mr. Hughes: "As action has been taken, it seems unnecessary to give a reply; and yet, if I should have had opportunity, I should have said to you, first of all, the place does not exist, and in the next place the method of obtaining the salary seems to be plainly illegal."

Mr. MORRELL. Was there any mention made in regard to what salaries were to be combined and what exactly this fund was which was to be drawn from, which was to make up this \$1,800 salary that you were to receive?

Mr. SWARTZELL. The name of the fund I did not catch exactly, but I think he made reference to a contingent fund.

Mr. MORRELL. I didn't know one existed.

Mr. SWARTZELL. I do not wish to be too positive about the name, but that is the best I can recall. But the plan was to combine several smaller salaries.

Mr. MORRELL. You don't know what those salaries were?

Mr. SWARTZELL. No, sir. So that would have made me fill two or three minor teacherships as one person, and yet be teaching a subject very different from those which have been provided for those minor teacherships. It was a matter that seemed quite impossible on the face of it. I could be one teacher of Latin, but I could not be three teachers of kindergarten or arithmetic or of English, or whatever they might be.

After this time I was pressed by Mr. Hughes for an answer. He said that the superintendent must have a reply to the communication. He summoned me to the office a couple of times after that, and said it was very necessary that this place should be filled and that the matter should be closed up, quoting again the superintendent, that the superintendent had urged this, that he must close the matter up.

Mr. MORRELL. What do you refer to, this original \$1,800 place?

Mr. SWARTZELL. Yes; this \$1,800 place that he proposed to make up from several different sources, none of which were quite clear to

me. On Friday, just before the meeting of the board (the meeting of the board was Friday, September 14), I handed to Mr. Hughes a letter, which read about as follows:

The BOARD OF EDUCATION:

I have to submit my declination of the position to which, as I am informed, I was appointed by you without any solicitation upon my part.

Mr. MORRELL. Had they notified you that you had been appointed?

Mr. SWARTZELL. Yes, sir; I received notice of appointment and continuance in service, which occurred on September 12. I received official notice from the secretary of the board the next morning, "You have been appointed and continued. Report immediately at the Franklin Building to take your oath of office." I reported to the Franklin Building to see Mr. Hughes and tell him what I should have said to him if he had given me opportunity.

Mr. MORRELL. To interrupt you for a moment, I would like to ask the superintendent in regard to this position that was offered to Mr. Swartzell.

Mr. CHANCELLOR. I can explain that in this way. Mr. Hughes has a very warm feeling for Mr. Swartzell, and when he found that by my statement he could not be reappointed or continued in the office of principal of the Eastern High School——

Mr. MORRELL. For what reason?

Mr. CHANCELLOR. Because the board would not accept that nomination. He went to the auditor of the District——

Mr. MORRELL. Was that nomination talked over by you?

Mr. CHANCELLOR. In a conference with the board. He went to the auditor of the District and he found that in some cases teachers could not be appointed at the full salaries provided by this bill; they would lose a hundred or two hundred dollars, and he was informed, by taking a regular high school salary and then adding these unexpended sums—these balance sums—he could make a salary of about \$1,800.

Mr. MORRELL. I don't understand in regard to those unspent sums.

Mr. CHANCELLOR. The appropriation bill provides for certain salaries for certain positions, and then it provides certain requirements of teachers to meet those amounts, and in quite a number of cases the teachers have not had the experience to warrant paying the full salary appropriated in the appropriation bill.

Mr. MORRELL. But it is all regulated by the law. The law says that when a teacher, he or she, goes in he or she shall receive a certain salary; it does not leave any discretion in the superintendent or board of education about it.

Mr. CHANCELLOR. I am informed there are 313 discrepancies between the fundamental law and the appropriation bill.

Mr. MORRELL. The appropriation was made——

Mr. CHANCELLOR. Seven days afterwards, and that a certain amount of these salaries could be spent for an increase of salaries under certain conditions. After that the Auditor of the Treasury ruled against that. We didn't know that at the time.

Mr. MORRELL. But you would see it would be impossible in any event. Any such salary made up as that would simply be a temporary affair until the auditor and the subcommittee of the appropriation committee in charge of the District of Columbia appropriation bill had become thoroughly familiar with the provisions of this bill.

Mr. CHANCELLOR. And we have submitted to you an urgent deficiency bill to correct just those errors, and we intended to put the case of Mr. Swartzell in on that bill——

Mr. MORRELL. But I don't see by what warrant you did as you did. Of course if an appropriation is not used the law is that it falls; that is the law.

Mr. CHANCELLOR. But the theory——

Mr. MORRELL. I don't care about any theory, I am talking about the law; and nobody has any right—I don't care what position he occupies in the Government service—to go against the law; and no department of the Government has any right to do anything in such a case as you have cited but let the appropriation fall.

Mr. CHANCELLOR. This matter simply showed Mr. Hughes's concern for Mr. Swartzell.

Mr. MORRELL. Do you mean to say that Mr. Hughes, in his concern for Mr. Swartzell, was going to do something that would be contrary to the law—on account of his love for Mr. Swartzell?

Mr. CHANCELLOR. No; he went down to the person who had that matter in charge and asked his opinion, and his opinion at first was that that could legally be done.

Admiral BAIRD. At the District office?

Mr. CHANCELLOR. At the District office. After we went higher we found that it could not be legally done.

Mr. MORRELL. He found afterwards that he could not do it.

Mr. CHANCELLOR. Let me see. Of course, I have been accustomed to city practice and not Government practice, and that is a very common thing to do in city practice.

Mr. MORRELL. Yes, they have curious ways sometimes of juggling appropriations in city governments. I have been a member of a city council myself.

Mr. GREENE. What, then, happened to you when you did not take this position, Mr. Swartzell?

Mr. SWARTZELL. At the meeting of the board that afternoon the communication was read, and, by newspaper reports, the board was in doubt what should be done with it. They thought at first it was a resignation from the service, but, upon looking at it more closely, they decided that it was a declination of an alleged position at \$1,800, and that it made no reference at all to the position which I claimed at that time I held as principal of the Eastern High School by virtue of the law, as I understood the law. The declination was voted to be put on file. There was nothing more done with it at the time, and the statement was made in the papers that no further steps would be taken in the matter.

Perhaps two weeks afterwards, upon motion—I think upon motion of Mr. Oyster—a minute was entered to the effect that the filing of the declination was to be understood as accepting the declination. The advisor for the board, Mr. McNamara, said that the effect of this declination was that I had voluntarily disconnected myself from the public service. The superintendent also stated the same view in the public press.

Mr. CHANCELLOR. That is, I was said to have stated the same view.

Mr. SWARTZELL. I accept the correction. The newspaper stated so. Mr. McNamara added, in a later decision, that it would be unfair to me, and also to Mr. Keene, whose case I urgently request you to

look into, as it is nearly parallel to my own—he stated it would be unjust to both Mr. Keene and myself to take further steps looking toward a formal dismissal. When the matter came up before the Comptroller of the Treasury for his decision upon doubtful salary cases, he said, in my case, that as no person was named upon the salary list to receive my salary at the Eastern High School, there was no question for him to decide, nothing had been submitted to him. He therefore left my question undecided. He stated it was not his work, nor did he have the inclination, to decide academic questions. A short time after a requisition was sent in for the salary of the man who now occupies the position as principal of the Eastern High School, and the salary was passed. That is that history.

Now, may I state that upon examination of bill 302—I think I have the right number—the appropriations for the District of Columbia—there was found one salary at \$1,800; only one salary out of the 1,577 salaries? This one salary was definitely assigned to the director of primary instruction. The lady who has charge of the first grade, second grade, and third grade is the person who gets that salary. It was very clear to myself, as to my adviser, that that salary was not available in the offer which had been made to me, and there appeared not a single other \$1,800 salary upon the list. I desire to add, the place which needed to be filled so urgently and for which the superintendent, through Mr. Hughes, urged that I should make answer, has not up to this day been filled. The committee may draw its inference as to the existence of such a place with such a salary.

I have been very much interested in watching the lists of appointments as they came out, and at the present time that teachership of Latin in the high schools is not filled; the \$1,800 salary is not being drawn, apparently.”

As preliminary to this, may I make a further statement? On the last day of August I received a communication from the superintendent directing that I appear at the Franklin School building the following morning at 9 o'clock promptly. I was there, and after a short interval I was ushered into his office alone. After the usual salutations he addressed me: “There was a delegation of citizens up to the Franklin building yesterday to see me. Now, I want to ask you why you have done this; why have you brought this delegation up, or what was the reason for their coming at all?” I answered that they had come primarily in the interest of the Eastern High School, as they came mostly from Capitol Hill, and incidentally to urge my retention as principal of the Eastern High School. He answered: “Yes; that is it. I have been informed that it is a custom in Washington, whenever teachers wish to accomplish anything, that they get friends or delegations to come to the superintendent and intercede for them. Now, this delegation was composed of laymen; their opinions of school matters are not of any account.”

MR. CHANCELLOR. May I inquire whether this is under oath?

MR. SWARTZELL. I am very willing to put it under oath. These statements are just as true as if they were made under oath.

MR. MORRELL. We have not been in the habit of administering oaths.

MR. CHANCELLOR. It seems to me a man who makes a statement should be responsible for it.

MR. SWARTZELL. I am responsible for what I say.

Mr. MORRELL. When we take testimony here we at least imagine or go on the principle that the testimony is the truth as far as the persons making the statements can remember the truth. Mr. Swartzell says that what he says at the present time he is willing to make affidavit to.

Mr. SWARTZELL. Yes; certainly, I am perfectly willing to.

Admiral BAIRD. This is so absolutely new to me I would like to hear from Mr. Hughes.

Mr. MORRELL. Let Mr. Swartzell go on.

Mr. SWARTZELL. Mr. Chancellor continued, "I didn't receive them; I was busy with private business; I am looking for a house; my wife has not been well; I did not receive them." Continuing about the custom, he said that he had not observed any such system as this in any other place, that he had been endowed by Congress with almost absolute powers, that Congress had provided him a board of education to assist him, and that it was for him to make recommendations in all school matters. He said, "This matter of delegations coming up to the superintendent must stop; there is going to be an end of this system. This is a hierarchy." I then asked him the question to which I made reference once before in this meeting, about an investigation, and he told me positively that he did not believe in any investigations and would not let any investigation be had in my case. A little further along in the conversation he said to me, with a half smile, "I am informed that you have studied theology." I was a little startled, and I said to him, "No, sir; who told you that?" He paused a moment and pressed his lips; there was an ashen color spread over his face—I am not exaggerating—and he said, "Do you sit there and ask me questions? I am the one to ask you questions. I am your superior; you are my subordinate. When information comes inside this office I will keep that information as long as I wish, and when I get ready I will let it out and not before that time. I will not answer your question."

A little further along he suggested that if he should not be able to recommend me for the position of principal of the Eastern High School, would I be willing to take the headship of the Latin department, which, according to the bill, was paying \$1,900, or would I elect to drop out of the service? I answered that I could not answer questions put in that manner—I didn't propose to commit myself to dropping out of the service, I am not committed to it even at the present moment—and I have claimed, whether rightly or wrongly, that the last bill of Congress intended that we should all continue as teachers from the 1st of July until the 17th of September, and afterwards, until, by some proper proceeding, we should be removed. He again became impatient and said, "Why don't you answer my question; can't you say yes or no?" I told him that I did not wish to give any further answer than that which had been given.

To go back a little further, if you will permit me, just after he had said that he would not answer my question he took a piece of paper from his desk, put it over to where I was sitting, and said: "Put that in writing." I said, "Doctor, what do you wish me to put in writing?" "You put in writing that you claim that you have the same right to ask me questions that I have to ask you questions." I said, "I didn't say that." He said, "You put that in writing, then; put in writing what you did say." I said, "I asked you a simple question

which I considered proper, and it was respectfully asked." "Put that question in writing," said he. "You must excuse me," said I. He took the paper back to his part of the desk. He said, "Very well; that proves what I have been told about you—you are insubordinate." He said, coming to the question of the salary of \$1,900, "This place pays \$1,900. How much were you getting last year?" "One thousand eight hundred dollars," said I. "Then," said he, "this is a promotion for you, this position of headship of Latin." I suggested to him, "Doctor, the place which I now occupy as principal of the Eastern High School pays \$2,000, so that is not a promotion." He said, "You don't occupy any position." I said to him, "Doctor, what is my status?" "You haven't any status." A little further along he said, "There is one matter about the Eastern High School under your administration which I do not understand. I have looked into this matter and I find that the scholarship there is of a superior quality—the scholarship is not only equal in quality to that of the other high schools, it is better; it is of a superior quality." That is what he said: "I can not understand it."

I think that is all I wish to say. I will be glad to answer any questions that may be put to me.

Mr. MORRELL. We are much obliged to you. This all occurred on the occasion of which visit?

Mr. SWARTZELL. The events first narrated occurred upon the 12th day of September and upon the same day my successor was appointed at the Eastern High School, three hours after I saw Mr. Hughes.

Mr. MORRELL. But this whole conversation occurred on that occasion?

Mr. SWARTZELL. There were two dates. The first occurred upon the 12th of September, when my successor was appointed to the Eastern High School. The second that I have related occurred upon the 1st day of September, with the superintendent in his office. The first that I related was with Mr. Hughes, and there were several interviews with Mr. Hughes concerning the alleged eighteen hundred dollar position; the second was with Doctor Chancellor in his office; but there were two different dates—September 12th and September 1st. I would like to add that the delegation which called to see him—which would have taken up but a little of his time—was composed of 22 reputable citizens, mostly from Capitol Hill. A number of them were acquainted with school conditions on the hill and interested as citizens and as patrons of the public schools. They failed to obtain a hearing from him, although they waited patiently outside and inquired as to whether the superintendent would see them.

Thereupon, at 12.30 o'clock p. m., the committee took a recess until 2 o'clock p. m.

AFTERNOON SESSION.

The subcommittee of the Committee on the District of Columbia resumed its session at 2 o'clock p. m. to continue the hearing on the bill 22145.

Mr. MORRELL (in the chair). The committee is prepared to hear any others who have any suggestions to make in regard to the provisions of this bill, either in the shape of an amendment or additions. The committee, I think, has already gone far enough into the matter

this morning to realize the necessity of some change being made in the act so that there shall be no question in the minds even of the legal advisers of the members of the distinguished board of education as to the intent, first, of those who framed the bill, and, second, of the Congress which passed the bill.

As I understand it, Mr. Greene's intent was that this bill is simply to endeavor to clarify the law which is already on the statute books, so that there will be no mistake in the future, and, if possible, to place those who have been removed by what he considers a wrong interpretation of the provisions of the act back again where they were, they then, of course, to come in under the operations of the provisions of the act. It will be impossible for this committee to go further than that. In other words, it would be impossible for this committee to frame a bill or to recommend any legislation going beyond placing in their proper status those who have been removed up to this time.

Mr. GREENE. And to properly provide for any removals that may take place hereafter.

Mr. MORRELL. And to provide that removals shall take place hereafter under a system which will give those who are thought incompetent or have charges preferred against them a fair and just hearing before the full board of education before any action is taken—at open meetings. That was the intention of the committee originally, and that was certainly—and I think Mr. Greene will back me up in that statement—that was certainly the desire and intention of the Members of Congress when this bill was discussed on the floor of the House, which it was very carefully, and every detail gone into.

Mr. GREENE. And also in the committee of conference in the shaping of the bill.

Mr. MORRELL. Yes; also in the committee of conference that same question was brought up, and I believe it was even discussed on the floor of the Senate. I know it was discussed in the committee of conference that no such thing should occur as has occurred, even though it was done, according to the statements of the gentlemen who were here this morning, under the advice of counsel. Of course, if they had the advice of counsel they naturally could not do other than follow the advice of those who were supposed to be able to best interpret the provisions of the act.

Now, the committee is prepared to hear anybody that desires to make any statement in regard to the different sections of this bill, or any suggestions outside of that. I think the committee has pretty fair knowledge of the present situation. Have you anything to say, Doctor Croffut, in regard to the bill and the necessity for its provisions, or any suggestions to make?

Mr. GREENE. Before that I would like to make a statement. Mr. Cordoza was in the room, I noticed, at the close of the morning session. He states that someone, he does not know who, stated to him that he was wanted before the Committee. He said that he did not want to come and came only because he was told that his presence was desired by the Committee. I state that so that his presence here may not be prejudicial to him. He is in the employ of the board and of course does not wish to have his case prejudiced. He asked me if I had sent for him, and I told him that I had not, and Mr. Morrell said that he had not sent for him. I simply make that statement so that Mr. Cordoza's case will not be prejudiced in the eyes of anyone.

STATEMENT OF MR. W. A. CROFFUT.

Mr. CROFFUT. Mr. Chairman and gentlemen, I am an old teacher, which will account largely for the deep interest I have always taken in the schools of Washington and in the schools wherever I have happened to be. In Washington my interest in the schools was perhaps manifested by my having spoken to 135 schools here in one year gratuitously for the fun of it, because it seemed to me that the instruction of infants, speaking to infants, is one of the most agreeable of human occupations.

As to the present condition of the schools it seems to me, if you will allow me to speak so frankly, the bill will not make the conditions all that they ought to be.

Mr. MORRELL. You refer now to the bill before the committee introduced by Mr. Greene?

Mr. CROFFUT. Yes, sir; to that bill. It will tend to heal the conditions to some extent, but I do not see why Mr. Jones and Mr. Smith and other gentlemen and ladies who have been dismissed could not be displaced under this bill as if there were no bill. They will be notified that they shall appear for trial, and they will gladly appear for trial; they will have a trial, and they will find something about these teachers, and the result will be that they will be dismissed just the same as if there was no bill. It seems to me that is the case; I don't see how this committee can possibly help it—

Mr. MORRELL. Of course some power must be given to the board in regard to the teaching force under them.

Mr. CROFFUT. I agree to that; I see the difficulty.

Mr. MORRELL. It would be wrong for us to make such provisions in a bill that would compel a board or a superintendent of schools to keep a teacher whether he was incompetent or not.

Mr. CROFFUT. Undoubtedly; I see the difficulty.

Mr. MORRELL. And the only thing to do under such circumstances is that the board ought to give anyone accused a full and free hearing, at which hearing they may be represented, as the bill provides, by counsel and one or two friends—

Mr. GREENE. And a friend.

Mr. MORRELL. A friend, and that such a hearing shall be open to the public.

Mr. CROFFUT. And let the result be what it may.

Mr. MORRELL. Let the result be what it may; and whatever it may be, I think if the decision is wrong public opinion will rise up—at least, if there are many unjust decisions—to such an extent that it would make it almost impossible for a board of education to do anything except what was just and fair. And then the character of the members of the board, as stated, it was hoped would be of the highest standing. This was presupposed by the framers of the bill. Under the provisions of the new law they are to serve without compensation, and it is a very thankless job, and only those gentlemen who really have the interest of the city and the interest of the schools at heart would give their time to serve.

We must presuppose that the board will be constituted of men who will only do what is right and fair and just after a free and impartial hearing or trial, whichever may be the proper term to use. We want to provide for that free, fair, open, and impartial trial, and beyond

that I do not feel that this subcommittee or the general committee would be in favor of making any cast-iron provisions.

Mr. CROFFUT. I don't see how they could.

Mr. MORRELL. No; I don't see how they could.

Mr. CROFFUT. But there is danger of overestimating the power of public opinion in a city where there is no republican form of government, and where the people do not have and do not take that interest in public affairs that they do in Philadelphia, for instance. So whether public opinion would produce the results aimed at is a question. As to myself, if opinions are desired, the opinion I have formed concerning this matter is that there can be no order and peace in the schools of Washington as long as Mr. Chancellor is superintendent——

Mr. MORRELL. That question we can not go into.

Mr. CROFFUT. I understand.

Mr. MORRELL. That is a matter between the board and Mr. Chancellor and the public.

Mr. CROFFUT. Yes; I appreciate that, undoubtedly.

Mr. MORRELL. The bill gives the board of education the power to select a superintendent of schools and this gentleman has been selected as superintendent, and it rests with them entirely, with the members of the board, as to his efficiency and how long he is to remain.

Mr. CROFFUT. Yes, sir; I understand that. You don't care to hear anything concerning Doctor Chancellor?

Mr. MORRELL. No.

Mr. CROFFUT. I can hardly say I know him. I have no prejudice on the subject.

Mr. MORRELL. No, sir; that matter was gone into rather thoroughly this morning.

Mr. CROFFUT. I was not able to be here.

Mr. MORRELL. By those who felt that they had been aggrieved in regard to certain actions of the superintendent.

Mr. CROFFUT. I think that is all I wish to say, then. I thank you.

Mr. MORRELL. We are much obliged to you. Is there anyone present who desires to be heard in regard to the provisions of this bill now before this subcommittee? We wish to confine ourselves entirely to the provisions of this bill that we are considering. Is there anybody here who has studied these provisions to see whether they are going to remedy what is considered evil in the present conditions?

STATEMENT OF MR. E. H. HUNTER.

Mr. HUNTER. Mr. Chairman and gentlemen, I am here representing the citizens' committee on public school affairs, which have taken an interest in the situation in our public school system since the new board of education was organized. Our interest grew out of the fact that the teachers who have presented themselves here this morning and have told of how they were illegally deposed, our interest grew out of the fact that they had, as we thought, been put out of the service illegally. Of course that is a mooted question. The counsel of the board of education says that that is not so. Other people have different opinions about it. I am explaining why this citizens' committee was organized. We have followed the matter ever since, seeking to keep public sentiment straight in reference to our school institution.

We have sought to crystallize the matter by sending to Congress a memorial, which probably you have seen, and by making statements to the public of grievances which we felt the citizens had against the board of education and against the superintendent. And so we feel that we ought to let this committee know that we are in thorough sympathy with the efforts which the committee is making to remedy the wrong. We are not able to go into all the intricacies of the legal opinions which have governed the board of education. But we do know that a great wrong has been committed, and in saying this I am sure I speak for a great majority of the citizens of the District of Columbia, for in no case since we have been presenting our views to the public has there been any protest against anything we have said, except possibly from the members of the board of education.

We feel that the bill is just what it ought to be so far as its spirit is concerned. I am not sufficiently conversant in the matter of drawing up bills to undertake to criticize it in any way, and yet it has been suggested by some friends that the first section of the bill ought to be made so sure that even this board of education could not make a mistake as to what was intended. We feel that every teacher who, as we think, was illegally deposed ought certainly be put back in his or her position, and if the first section can be made to assert the opinion of Congress in more plain language to that extent we feel that ought to be done.

I do know that one or two parties have sought to interject certain phrases which they think might remedy that. I have not undertaken that myself. But I want to say on behalf of the citizens' committee that the bill in that first section should be made absolutely certain, for I think it has been made plain in this room this morning that the present board of education is not disposed to do the right thing by the people who have been dropped. That of course comes out by inference, and I am sure that inference has made its impression upon members of the subcommittee.

Mr. MORRELL. I would suggest an amendment there, in line 8, after the word "Columbia," to insert the words "were and."

Mr. HUNTER. Yes; that will help a great deal, because that is one of the contentions which they made—"were and are continued in office"—all the persons in the service employed by the District of Columbia.

Mr. GREENE. My suggestion would be "were by said act."

Mr. HUNTER. Yes, sir; I think there should be a certain legislative interpretation of this bill. The court has interpreted it and yet there seemed to be indications this morning on the part of the board to indicate that these cases were not in their opinion parallel to the case of Mr. Cordoza. I think the legislative intent should be made so certain that any court, any board of education, any attorney, and even we common people in the District of Columbia would not have the slightest doubt that Congress intended to say and does now say that those people were in the service, that they are in the service, and that they are to stay in the service unless they are given a trial and put out according to law.

That is the position of the citizens' committee, the position they have taken all along. That is the position the citizens' committee take now. We will feel that our work has been done and that the sentiments of nine-tenths, I am sure, of the citizens of the District of

Columbia are being acquiesced in if the Congress will make certain that fact. We believe that the interests of the little children—and we are interested in the little children; I am a father and a taxpayer, as well as some members of the board of education—we believe that the interests of the little children will be more subserved by seeing that justice is done to every teacher than to be put out in an underhand way to be explained by whisperings and not in open session. So I say that we feel this ought to be made very plain and certain, that there ought to be no mistake by what these teachers are to go back into their places.

Mr. MORRELL. Is there anyone else here who desires to be heard on the provisions of the bill that we have under consideration?

STATEMENT OF MR. JAMES A. COBB.

Mr. COBB. I was and am one of the attorneys in the Cordoza case, and my reason for my being here was because Mr. Cordoza said he was notified to be here, and I advised him that unless he was requested to come he had better not be here, as it might prejudice his case.

I would call your attention to section 4:

That any alteration, mutilation, defacement, extension, or amplification of a record, memorandum, notice, book, paper, writing, which the board of education of the District of Columbia is required to keep, either by statute or by its own rules or by custom, it is hereby declared a felony, etc.

I know of no rule of the board of education which requires them to keep any papers, I know of no statute to that effect, and if any member of this committee here has come in contact with that board they will see that this is not sufficiently strong to bring about the purpose for which it was intended.

Mr. MORRELL. I think it would be best to provide in section 4 that the minutes and records shall be kept of the proceedings of the board.

Mr. COBB. Exactly. Allow me to illustrate. For instance, they had a stenographer there at the time the proceedings took place in the Cordoza case, and, of course, we thought we would prove our case by the stenographic record; but when we got through we found that the stenographer could not translate his minutes. They had a few minutes taken, which had been changed by the board or the superintendent, and the party who took those was not present, and they tried to prove it by somebody else. Of course Mr. Davis and I had to go on the stand and testify to prove our own case. For instance, the original charge, or the first charge, that they had against Mr. Cordoza, through the presentation of Mr. Davis to the board, the illegality of the act, they withdrew that charge at the time, and tried to take out one of the specifications or indictments, or information, as it might be termed (I don't know how the board styles their pleadings); they took out one of these things, or two, withdrew that from the original, or the first charge, after Mr. Davis, Mr. Cordoza, and myself withdrew, and brought in that indictment and discharged him or disconnected him from the school upon that, and when it came to trial counsel argued, with some degree of seeming sincerity, to the effect that he had a trial by certain admissions, and when we came back and said he was not there and could not have had a trial by virtue of the fact he had not seen this charge, his counsel had not seen it and knew nothing about it, then we were confronted with the

charge that this charge was incorporated in the original charge, or the first charge, brought in against him, and when we called for that they said that the superintendent had destroyed it. And so you can readily see that you have to make that specific in order that you may bring about the purpose and intent of the act itself.

I would like to call attention to another feature which is not in the bill—I have just seen the bill and have gone over it hurriedly—and that is some form of an appeal in order that the proceedings of that board may be reviewed. We are up against this proposition now in the Cordoza case. He is going to be tried again. One or two members of the board then and there declared, you might say, their intent to pass their judgment without hearing any evidence, to the effect that they thought he was guilty; and one of them went so far as to say that if he was guilty then he is guilty now, and they also said at the first trial—although this may be a little out of the ordinary—one of them said “the final act will be the same and why delay; we are not paid,” he says, “and we don’t propose to stay here and take testimony and go into this in extenso.” It has been referred to the counsel to draw those specifications with one member of the board.

Of course there is nothing in the act by which he gets authority to do so; but it has been done by the board, and I want to say in regard to the counsel—I know him to be a very able and fair attorney—but notwithstanding that he is going to sit there as judge and prosecutor and as jury in that case, and if we object to any ruling in regard to that matter we are up against the proposition of the counsel being the legal adviser and the prosecuting attorney and the judge on his own specifications—the specifications having been drawn by him. If he says convict, they will convict. It does not make any difference whether there is a scintilla of evidence there or not. I called his attention personally to that matter——

Mr. MORRELL. Let me interrupt you there for a moment. You are presupposing a hostile board of education.

Mr. COBB. I can say that it is an absolute fact; it is just as sure as anything I know of——

Mr. MORRELL. Let me discuss the matter just for a moment or two. Of course it was not presupposed by Congress when that act was passed that the members of the board of education would not be a body of men and women who would look at matters of this kind from a purely impartial standpoint and would give their judgment according to the testimony submitted to them. I made that statement a moment ago, but I do not know whether you were here or not. Of course this is a very peculiar condition of affairs, inasmuch as there is a new superintendent, comparatively unacquainted with the conditions existing here, and apparently he, with the consent of the board, and with the approval of the counsel of the board, has usurped certain powers which it was not intended by the framers of the bill to give him. But it is difficult to think where you would put the right of appeal unless you would put it in the courts, where it belongs already. If a teacher feels that wrong evidence has been given against him and that the board has given a wrong judgment against him or her, that teacher would have a right to appeal anyway to the courts.

Mr. COBB. That is a mooted proposition. Some of the best lawyers of the city disagree with the honorable chairman of the committee on that. I myself took the position that the chairman takes.

Mr. MORRELL. I am a very poor lawyer; I have not practiced law for about twenty years, but I would certainly feel that a right of appeal lay in the courts in any event. The great danger in opening that door is this: That it diminishes the usefulness of the board and it makes it more difficult to get the proper kind of men on the board, if they feel that every time they make a decision the person against whom—of course if it is in favor of the person, that is all right—but against whom a decision is made, is going to run to the courts with a lawyer. If they do make a decision and it is so grossly unjust that a man would feel that any judge sitting in common pleas or a jury would consider it so and render him a just decision, then that is one thing; but it would be very doubtful to my mind whether it would be wise to put in any bill the right of appeal, because, as I say, it belittles the power and standing of the board, and you would not be able to get the same character of men and women to serve on the board in that case that you would if you did not have such a right of appeal. What do you think about that yourself?

Mr. COBB. I confess that I do not agree with your honor in that regard, because I find that the *nisi prius* judges here—my practice has been exclusively in the District of Columbia—are anxious to have an appeal in any case in order that they may have the views and opinions of those higher in authority; and I think any strong or good man ought to be glad to have his acts reviewed. I do not think any man who is thinking to do the right and proper thing would care if his acts were reviewed by a court or anyone else in that regard, and the courts undoubtedly would say in a case of that kind, in passing on the facts which are properly submitted to a jury, that they are the sole judges in regard to the facts that they have nothing to do; but I am addressing myself now to some of the procedure. They claim and the counsel very well argued to the court, and the court knows the case, that there was no mode of procedure which the board had to go by. They can go up there without hearing a witness or hearing what they think is sufficient evidence, cutting off counsel without letting them fully develop the case, and say that they had a hearing; and if we had some way to get in court the court would readily say that that is not proper; that is not right; the court would say that they must hear all the evidence and only pass verdict and judgment after hearing all the evidence. You have not any idea, and could not have any idea—no one who has not been there and seen that board in action—in regard to that board.

Mr. MORRELL. We had a little action here this morning.

Mr. COBB. I have the highest regard for some of the members of the board, but during my seven years' experience at the bar before the courts of this District—and I have been before some other courts—I have never seen a jury (and I have never seen a more intelligent jury than that board) who cared less for the rights of their fellow-citizens than that board, in the matter of procedure and wanting to do the right and proper thing.

Mr. MORRELL. That is a rather severe arraignment.

Mr. COBB. I make that; I make it openly, and I am only sorry that they are not here, because I think it absolutely true. We appealed to that board with all the strength of our being to let us go into the evidence and then they could convict this man upon anything they thought proper—upon prejudice or upon preconceived opinion, or

because they wanted the place made vacant—and yet they would not let us go into the evidence or hear us on the matter; and I appeared before the board the other day, when they were making their specifications, and after the courts had said that in order to have a trial measure up to the dignity of a trial you must have some chargeable facts and you must have time for counsel to prepare to meet those charges, and yet when I asked that they might not bring him to hearing that week, being a holiday, and the leading counsel, Mr. Davis, being out of the city, I was squelched, and they would have brought him to trial two days afterwards if it had not been for the wise advice of the counsel who was sitting there.

Mr. MORRELL. May I ask you in that case, was Mr. Cordoza dismissed without being granted any hearing?

Mr. COBB. Yes, sir; not only that, but the evidence they were supposed to have was not submitted to his counsel, they would not let him see it. They claimed to have an anonymous letter and they would not let us see that, and they withdrew that to keep us from seeing it. A member arose and said he had admitted to him that he had been disloyal to the assistant superintendent—

Mr. MORRELL. What statement did the assistant superintendent make?

Mr. COBB. He said he had never been disloyal.

Mr. MORRELL. In regard to this bill, what suggestions, if any, have you?

Mr. COBB. In other cases here in the District we have a direct appeal to the court of appeals. We think we ought to have such a right in these school cases, where we could certiorari the case up to the court of appeals or to the nisi prius court. I think that in order that the proceedings may be reviewed by that court and gone into, that would be a sufficient deterrent in order that we may simply have a proper trial, and I do not think that the fears that your honor seems to have—that no good man or woman would care to serve on the board of education in case an appeal of this kind were allowed—would be justified; I think it would be just the other way.

Mr. MORRELL. I did not say quite that. I said this: That these gentlemen give their services gratuitously, and of course if they are made parties to a suit it would mean dragging them continually into court, and it might be very annoying to them, and they might hesitate to serve on the board in such case. It would mean a good deal of their time, and their services are given gratuitously, and if, as I have said before, inasmuch as these gentlemen are now selected by the judges of the courts of the District—these gentlemen and ladies—it is to be presupposed that they would be a body of citizens who would give their careful and impartial judgment regarding anything brought before them, and would, I think—I may be wrong, but I think it would deter a number of them from serving. I am sure that it would deter a number of them if they felt that each decision that was made by them in regard to a teacher might result in their being haled into court. That is what I meant to say. I did not say that a man ought to be afraid of being called into court on account of any decision he had come to, if he had done what was right, because I believe all of us are only too glad to have the stamp of approval put upon our acts by a higher authority than ourselves.

Mr. COBB. If the case was certiorated there and we would carry up the record they would not have to appear there at present, the members of the board would not have to appear before the court; the court would simply review the proceedings.

Mr. MORRELL. Would you have that go before the court sitting in chambers or would you have it go before a jury; what is your idea? What we want now are suggestions.

Mr. COBB. Either one; you might have it either way. We have mandamus proceedings now, and in the mandamus proceedings we can have a jury trial provided the counsel agree upon that, but if counsel did not agree they would not have a jury trial. Either one of them would be amply sufficient, and to go to our courts involves considerable expense and I don't think a teacher would go there unless that teacher thought that he had not received justice and he had some right to be vindicated. It is necessary to go to considerable expense in advance to take a case to the courts, and that would be a sufficient deterrent against any teacher going there with a frivolous case.

Mr. MORRELL. The committee will be very glad to have you frame a paragraph in this bill covering that point, and the committee will give it consideration.

Mr. COBB. I thank you.

Mr. MORRELL. I do not mean by that we will guarantee to accept it, but we will give it consideration.

STATEMENT OF MR. N. E. DAWSON.

Mr. DAWSON. I have but a single word, and that is in reference to the matter of records, of which the gentleman has just spoken here. I think that was a very important suggestion, and I have a case in mind where a communication was sent and no reply ever received to it, a communication which should have at least had an acknowledgment. I have heard of some similar cases, and I think that that suggestion that was made in regard to records is an important one.

Mr. LOVE. I would like to suggest that it has not been brought out yet that the board of education should be given the power to administer the oath. The witnesses that come before the board of education are not sworn, and as at present carried on a dragnet is put out and almost anything in the shape of testimony can come in. We have had two or three years of it, and I think we have been giving almost too much attention to this trial feature of the board, but when we do have trials the board ought to have power to administer the oath to witnesses.

Mr. CRAWFORD. The gentleman's suggestion, of course, is intended to include those who affirm rather than swear?

Mr. MORRELL. Of course, that is understood.

Mr. GREENE. It has been suggested here that we add that this take effect immediately on its approval.

Mr. MORRELL. Yes; from the date of its passage. In fact, it is practically retroactive, because if we insert those words "were and are" that would make it so. The committee is very anxious to close these hearings, because every day that goes by just postpones the bringing of this bill forward, and we would like to hear all that want to be heard this afternoon, and if nobody else wants to be heard the meeting will stand adjourned.

Mr. GREENE. Do you want to say anything, Mrs. Gitterman?

STATEMENT OF MRS. J. M. GITTERMAN.

Mrs. GITTERMAN. In behalf of the Public Education Association we would like to express our approval and gratitude to the subcommittee for the work which they have done in the way of bringing forward this bill, and we would say that this Greene bill now under consideration seems to be a declaratory bill, declaratory of the school statute, public, 254, as we understand it, and as the framers of the original bill said they wanted it understood when it was passed last year—Mr. Morrell in his report, and Mr. Burkett on the floor of the Senate. This Greene bill does not state, however, that it is retroactive, and if it is to be retroactive, would it not be necessary to state, among other things, on line 8, page 1, “were and are continued by said act in their respective offices,” inserting the words “were and.” Otherwise teachers demoted and dismissed without a trial would not plainly be reinstated from the time of alleged dismissal.

Mr. MORRELL. In relation to that we will have to look into whether a bill of that kind would be legal. We will have to get the opinion of the solicitor for the District of Columbia.

Mrs. GITTERMAN. Then on line 7 of page 2 it says a person charged shall be “entitled to” a public trial or investigation, and in lines 14 and 15 it says that no person hereafter shall be deprived of the right. Now, I don’t like to speak of anything in a pettifogging spirit, but you have seen this morning that we have to have everything plain, and if a person is entitled, that does not say he shall always be given it. If he is not deprived of the right he may still be deprived of the exercise of that right. “That no person shall be dismissed,” and so forth, unless it is waived in writing. It is all indicated, and I understand it perfectly—

Mr. GREENE. I can understand that on the theory of what Mr. Tillman says; he says he is a cornfield lawyer, and I am not even that.

Mrs. GITTERMAN. I don’t mean to criticize, but only to suggest that this is not absolutely like the Ten Commandments, as some one suggested it should be—not permissive, but mandatory.

Mr. MORRELL. In answer to that, I think there might be some case where a public trial is not demanded, where it is so self-evident that a person does not demand a trial, and what would be the use of going through the formality of having a trial with perhaps not even the accused desiring it or being present; but if they are entitled to it, then they ought to have it.

Mrs. GITTERMAN. We are very grateful for this bill, and it seems to me that the entire theory on which the Public Education Association approves this bill is that teachers are public servants and not private employees, and while I realize that a bill can not declare moral principles nor civic principles, yet it seems to be very important sometimes that such should be brought out in a bill, as in this case, the principle that teachers are public servants, that we ask of them services which are greater and more vital to the community than we ask of almost anybody else, and that therefore continuity of service should be assured. And that is why the Public Education Association is so grateful to Congress and especially to the members of this subcommittee for having clearly defined the status of these public servants, so that they may therefore be enabled to go on with their duties in a self-sacrificing and hopeful spirit without constant fear from uncertainty of tenure. Our interest is not personal; our interest is simply that the teachers

dismissed, and who have suffered so lamentably under the operation of this law, shall receive what is due them.

Mr. GREENE. And this is aimed to bring justice to all.

Mrs. GITTERMAN. Precisely. I am not violating any confidence when I say that the colored teachers who have appealed to our association have gone so far as to say, "We do not even dare say 'Poor Cordoza;' " and the white teachers have said "There is just one rule we are sure of, 'up, down, and out!' " So that there is a species of actual terror manifest under which the children of the schools can not receive the best instruction.

Rev. S. L. CAROTHERS. I simply wish to say, Mr. Chairman and gentlemen, that I am in a position to know pretty well the concensus of opinion among the best people of our city, and that you have all of those people with you in your effort to right this wrong.

Mr. MORRELL. As there are no others who have requested to be heard, and as no one else seems to desire to address the meeting, we will stand adjourned.

Thereupon at 3 o'clock the committee adjourned.

APPENDIX.

LETTERS FROM JOSEPH R. KEENE.

BRIGHTWOOD, D. C., *January 9, 1907.*

HON. EDWARD MORRELL,
*Chairman Subcommittee on Education,
Labor, and Charities, House of Representatives.*

DEAR SIR: Owing to a misapprehension as to the time of the meeting of your committee on the Greene School bill I was at the Capitol this morning to testify before the committee to the treatment I have received from Superintendent Chancellor and the board of education, but learning from Mr. Harry W. Barney, clerk of the District of Columbia Committee, House of Representatives, that the hearing on said bill was closed, I have decided to briefly give in writing the following facts in the case:

On September 4, 1906, I was notified by Secretary Connor, of the board of education, that Doctor Chancellor said I was to be appointed principal of an elementary school and on September 14 I was again notified that on recommendation of the superintendent the board of education had transferred me from the position of supervising principal of the seventh division (salary, \$2,200) to the principalship of the Petworth School (salary, \$1,150), which I, of course, believing I possessed substantial rights under the school law approved June 20, 1906, promptly declined to accept a transfer to any school. From the date I was promised an elementary school—September 4—to the date of my attempted transfer I made my strenuous efforts to get an interview with Superintendent Chancellor to learn from him why I had met with such treatment and what, if any, were the charges against me, but failed. Members of the school board tell me there are none. Other school officials at the Franklin School (the headquarters of the schools) say that my record as a supervisor and teacher is and always has been clear and satisfactory. Hence, imagine my astonishment at being so unjustly treated by the present superintendent and school board without previous notification or charges, persistently refusing my friends and myself a hearing after my thirty years of faithful supervision in the county schools, now called the seventh division.

Very respectfully,

JOSEPH R. KEENE.

BRIGHTWOOD, D. C., *January 18, 1907.*

HON. W. S. GREENE,
United States House of Representatives.

MY DEAR SIR: In order to substantiate my contention that I was not legally removed by the board of education from my position as supervising principal of the seventh division public schools of the District of Columbia, but was still serving in said official capacity from the approval of the act of Congress (254) to the date of my attempted transfer, September 14, I have the honor to submit herewith copies of communications from the president of the school board and other school officials, all of which received my personal and prompt attention and reply. I have continued at all times to hold myself in readiness to perform my duties as supervising principal of the seventh division.

Very respectfully,

JOSEPH R. KEENE.

DEAR MR. KEENE: Doctor Walker states there is objection to use of church unless we can put down furniture in such a way as to make it removable when they have entertainments, etc. This, of course, we could not do, so I suggest that we would

place in the church a seventh grade set at which the people could sit at the lectures, etc. He said he thought this would do, but then stated there might be objection on account of placing screws in floor. As to removal of seventh grade write me or, better, drop in to see me.

Yours, sincerely,

(Signed)

WILLIAM W. CONNER, *Secretary.*

(Received July 28, 1906.)

Mr. KEENE: I looked at the church to relieve Monroe and will try to secure it. Relative to Petworth Church, I do not think much of it. I am in favor of using the boys' play room, after having a floor laid and doors erected. This is a good, dry room, well ventilated, and has the advantage of being in the building. I am not in favor of renting when by any possibility we can arrange otherwise. Let me hear what you think of the boys' play room. Time is short, and what is to be done must be done quick.

Yours,

(Signed)

W. W. CONNER, *Secretary.*

(Received July 29, 1906.)

AUGUST 9, 1906.

Mr. J. R. KEENE, *Brightwood, D. C.*

DEAR SIR: The board has been informed that it will be necessary to rent one additional room in the vicinity of the Petworth School and one in the vicinity of the Monroe School for school purposes. It is the wish of the committee on buildings, repairs, and sanitation that you make a canvass of the neighborhood, utilizing the assistance of any teachers you may desire in your division for this purpose, and submit to the board at your earliest convenience a report of such space as you may find, together with the advantages and disadvantages, the rent, etc., with your recommendation.

Respectfully,

(Signed)

G. W. BAIRD, *President.*

FRANKLIN SCHOOL,
Washington, D. C., August 27, 1906.

Mr. J. R. KEENE, *Brightwood, D. C.*

MY DEAR MR. KEENE: I shall be obliged to you if you will kindly inform me at once whether you have any suggestions of changes of building principals to make in your division. Superintendent Chancellor desires to have the most effective arrangement of principals and teachers for the coming school year, and has asked me to ascertain and recommend to him such changes of building principals and teachers as it may be wise to carry out. I shall be obliged to you for such suggestions as you may be able to make in this line. Of course, you realize that these changes may involve changes in salary, as the principal may have a larger or smaller number of rooms. In regard to each change which you may suggest, please state briefly your reasons.

Thanking you for an immediate reply, I am,

Very respectfully,

(Signed)

P. M. HUGHES,
Assistant Superintendent.

AUGUST 30, 1906.

Mr. J. R. KEENE,

Supervising Principal Brightwood School, District of Columbia.

MY DEAR MR. KEENE: Will you kindly furnish me with a copy of your recommendations for promotions? I have been unable to find your copy.

Very truly,

(Signed)

A. T. STUART,
Director Primary Education.
Per W.

SEPTEMBER 4, 1906.

Mr. J. R. KEENE,
Brightwood School Building, Brightwood, D. C.

MY DEAR Mr. KEENE: Your letter of September 1, in regard to Miss Bailey has been received. I thank you for the same.

Very respectfully,

(Signed) P. M. HUGHES.

SEPTEMBER 4, 1906.

Mr. J. R. KEENE, *Brightwood, D. C.*

DEAR Mr. KEENE: I am instructed by Doctor Chancellor to notify you that you are to be appointed as principal of an elementary school.

Very truly, yours,

(Signed) WILLIAM W. CONNER,
Secretary.

SEPTEMBER 13, 1906.

Mr. J. R. KEENE, *Brightwood, D. C.*

Dear Mr. KEENE: I will be pleased if you will call to see me to-morrow morning, Friday, the 14th instant. If you will bring along your proposed organization of the seventh division, I will be very much obliged to you.

Very truly yours,

(Signed) F. T. STUART.

SEPTEMBER 14, 1906.

Mr. J. R. KEENE, *Washington, D. C.*

DEAR SIR: I have the honor to notify you that in accordance with the recommendation of the superintendent, the board at a recent meeting transferred you from the position of supervising principal of the seventh division to that of principal of the Petworth school. Please call and subscribe to the oath of office.

By order of Board:

(Signed) WILLIAM W. CONNER, *Secretary.*

SEPTEMBER 21, 1906.

Mr. J. R. KEENE, *Brightwood, D. C.*

DEAR SIR: Your letter of the 15th, declining to accept the principalship of the Petworth school, was read at a recent meeting and ordered placed on file.

By order of the Board:

(Signed) WILLIAM W. CONNER, *Secretary.*

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